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AUTHOR Schneeberg, Nan; Kpotufe, Prosper
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ABSTRACT

This volume consists of a guide to Ewe pronunciation and an Ewe textbook designed for students who are native speakers of English. Consonants, vowels and tones are introduced in the first section, and exercises that drill the contrasts between the segments are provided. The volume is divided into five units, each unit including a dialogue, vocabulary, and grammatical drills. Topics covered by the units include greetings, names, occupations, and farming. (CLK)

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# Ewe Pronunciation

Nan Schneeberg and Prosper Kpotufe
Intensive Language Training Center
Indiana University

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## Pronunciation

### Consonants

| Spelling | Description | Examples | |
|---|---|---|---|
| b, g<br>v<br>f<br>m, n | For all practical purposes, these consonants are pronounced the same as the corresponding sounds in English. | bíá<br>gà<br>vɔ̀<br>fè<br>màmá<br>nɔ̀ | 'to ask'<br>'money'<br>'to finish'<br>'debt'<br>'grandmother'<br>'mother' |
| d | Similar to the corresponding consonant in English, but pronounced with the tip of the tongue against the back of the teeth and not against the ridge behind the teeth. | dɔ́<br>dù | 'to send'<br>'town' |
| ɖ | Made with the tip of the tongue against the front of the hard palate.<br>Technically: a voiced retroflex stop. | ɖɔ́<br>ɖù | 'to fill'<br>'gun powder' |
| p, t, k | Similar to the corresponding English consonants but with less aspiration (puff of breath). /t/, like /d/, is pronounced with the tip of the tongue against the back of the teeth. | pàpá<br>pɛ̄<br>tè<br>tɔ́<br>kɔ́<br>kú | 'papa'<br>'chisel'<br>'yam'<br>'father'<br>'to be tall'<br>'to die' |

| | | | |
|---|---|---|---|
| gb, kp | Pronounced with simultaneous closure at the lips (as for /b/ or /p/) and at the soft palate (as for /g/ or /k/). Released simultaneously and without aspiration. | gbè | 'voice' |
| | | gbó | 'side, vicinity' |
| | | kpè | 'to be heavy' |
| | | kpó | 'to see' |
| | Technically: labiovelar stops, voiced and voiceless respectively. | | |
| dz, ts | Usually similar to the final consonant clusters in English | dzè | 'to lodge' |
| | | dzà | 'to fall (of rain)' |
| | cads and cats respectively, but pronounced with the tongue against the back of the teeth. | tsɔ̀ | 'yesterday' |
| | | tsó | 'to come from' |
| | Before /i/, and sometimes before other vowels, similar | dzèsí | 'to know' |
| | | dzì | 'to give birth to' |
| | to the consonants in English Joe and chew respectively. | tsì | 'water' |
| ɔ, ʃ | In producing /ɔ/ and /ʃ/, the air passes through a narrow opening left between the lips (rather than between the lower lip and the upper teeth as in /v/ and /f/). | ɔ̀ | 'door' |
| | | ɔ́ú | 'vehicle' |
| | | ʃè | 'year' |
| | | ʃò | 'to beat' |
| | Technically: bilabial fricatives, voiced and voiceless respectively. | | |

| | | | |
|---|---|---|---|
| z, s | Similar to the corresponding sounds in English but slightly palatalized (i.e. somewhat closer to the medial consonant sounds in English <u>pleasure</u> and <u>pressure</u> respectively) before /i/. | zã̀ | 'in abundance' |
| | | àzì́ | 'peanut' |
| | | srɔ̃ | 'wife, husband' |
| | | àsí | 'hand' |
| ɣ, x | In producing /ɣ/ and /x/, the air passes through a narrow passage formed by raising the back of the tongue towards the soft palate. | ɣè | 'sun' |
| | | ɣàà | 'flowing' |
| | | xɔ̃ | 'friend' |
| | | xɔ̀ | 'house' |
| | Technically: velar fricatives, voiced and voiceless respectively. | | |
| h | Similar to /ɣ/, but produced somewhat further back in the mouth. | hè | 'to educate' |
| | | hàà | 'broad' |
| | Technically: a voiced pharyngal fricative. | | |
| ny | Similar to French <u>gn</u> as in <u>Boulogne</u>. | nyè | 'I, me' |
| | | nyó | 'to be good' |
| | Technically: a palatal nasal. | | |
| ŋ | Similar to English <u>ng</u> as in <u>sing</u>. | ŋé | 'to break' |
| | | ŋkó | 'name' |
| | Technically: a velar nasal. | | |
| l | Similar to the first <u>l</u> in English <u>little</u>. The tongue is raised and flat, not retracted as in the second <u>l</u> in <u>little</u>. | lì | 'to be there' |
| | | blí | 'corn' |

| | | | |
|---|---|---|---|
| r | In producing /r/, the air passes through a narrow passage formed by raising the tip of the tongue towards the ridge behind the teeth. Technically: a voiced alveolar fricative. | dzrã̀<br>srɔ̃ | 'to buy'<br>'wife, husband; |
| w, y | Similar to the corresponding sounds in English, but often weakened to the point of disappearing completely between vowels. | wɔ̀<br>èwó<br>yì<br>yòó | 'to do'<br>'ten'<br>'to go'<br>'O.K.' |

Vowels

| Spelling | Description | Examples | |
|---|---|---|---|
| i | Similar to the vowel in English <u>beat</u> but unglided. Technically: a high front unrounded vowel. | dzì<br>lì | 'to give birth to'<br>'to be there' |
| e | Between the vowel in English <u>bet</u> and the final vowel in English <u>sofa</u>. Technically: a centralized mid front unrounded vowel. | ɖè<br>èvè | 'to marry'<br>'two' |
| ɛ | Between the vowel in English <u>bet</u> and that of English <u>bat</u>, but much closer to the former. Technically: a lower mid front unrounded vowel. | ɖɛ̀<br>pɛ̃ | 'cook it'<br>'chisel' |

| | | | |
|---|---|---|---|
| a | Similar to the vowel in American English pot. Technically: a low central unrounded vowel. | gà<br>àsí | 'money'<br>'hand' |
| ɔ | Similar to the vowel in English bought but unglided. Technically: a lower mid back rounded vowel. | dɔ́<br>mɔ́ | 'to send'<br>'street' |
| o | Similar to the vowel in English boat but unglided Technically: a higher mid back rounded vowel. | ʃò<br>tɔ̀ | 'to beat'<br>'ear' |
| u | Similar to the vowel in English boot but unglided. Technically: a high back rounded vowel. | ʃù<br>tú | 'sea'<br>'gun' |
| ĩ, ũ<br>ẽ, õ<br>ɛ̃, ɔ̃<br>ã | All of the above vowels have a nazalized counderpart. | fĩ<br>gblẽ<br>gbɛ̃<br>hã<br>fõ<br>lõ<br>lũ | 'to blow the nose'<br>'to spoil'<br>'break it'<br>'also'<br>'to get up'<br>'to take from the stove'<br>'to shave' |

Tones

Ewe has three distinctive tones -

high: tá 'to draw'
tó 'ear'

mid: tā 'head'
tō 'mortar'

low: tà 'to wear (of native dress)'

/b/ vs. /gb/

Students should listen carefully to each of the following pairs of words as said by the instructor.

| | | | |
|---|---|---|---|
| bè | 'to hide ' | gbè | 'voice' |
| bé | 'to say' | gbé | 'to refuse' |
| bà | 'mud' | gbà | 'to break' |
| bɔ̀ | 'to gather | gbɔ̀ | 'to come back' |
| bò | 'magic' | gbò | 'unripe' |

Are the following pairs of words <u>same</u> or <u>different</u> ?

| | | | | |
|---|---|---|---|---|
| gbè | (voice) | bè | (to hide) | D |
| gbè | (voice) | bè | (to hide) | D |
| bè | (to hide) | gbè | (voice | D |
| bè | (to hide). | bè | (to hide) | S |
| gbè | (voice) | gbè | (voice) | S |
| | | | | |
| gbé | (to refuse) | gbé | (to refuse) | S |
| gbé | (to refuse) | gbé | (to refuse) | S |
| gbé | (to refuse) | bé | (to say) | D |
| gbé | (to refuse) | gbé | (to refuse) | S |
| bé | (to say) | gbé | (to refuse) | D |

Ewe

| | | | | |
|---|---|---|---|---|
| bà | (mud) | gbà | (to break) | D |
| bà | (mud) | bà | (mud) | S |
| gbà | (to break) | bà | (mud) | D |
| gbà | (to break) | bà | (mud) | D |
| bà | (mud) | gbà | (to break) | D |
| | | | | |
| gbɔ̀ | (to come back) | bɔ̀ | (to gather) | D |
| bɔ̀ | (to gather) | bɔ̀ | (to gather) | S |
| gbɔ̀ | (to come back) | gbɔ̀ | (to come back) | S |
| bɔ̀ | (to gather) | bɔ̀ | (to gather ) | S |
| gbɔ̀ | (to come back) | gbɔ̀ | (to come back) | S |
| | | | | |
| bɔ̀' | (magic) | bɔ̀' | (magic) | S |
| gbɔ̀' | (unripe) | bɔ̀' | (magic) | D |
| bɔ̀' | (magic) | bɔ̀' | (magic | S |
| gbɔ̀' | (unripe | bɔ̀' | (magic) | D |
| gbɔ̀' | (unripe) | gbɔ̀' | (unripe) | S |

Do the following words contain /b/ or /gb/ ?

| | | |
|---|---|---|
| bè | (to hide) | b |
| bè | (to hide) | b |
| gbè | (voice) | gb |
| bè | (to hide) | b |
| gbè | (voice) | gb |

Ewe

| | | |
|---|---|---|
| gbé | (to refuse) | gb |
| bé | ( to say) | b |
| gbé | (to refuse) | gb |
| gbé | (to refuse) | gb |
| gbé | (to refuse) | gb |
| | | |
| gbà | (to break) | gb |
| bà | (mud) | b |
| bà | (mud) | b |
| bà | (mud) | b |
| bà | (mud) | b |
| | | |
| bɔ̀ | (to gather) | b |
| gbɔ̀ | (to come back) | gb |
| bɔ̀ | (to gather) | b |
| gbɔ̀ | (to come back) | gb |
| bɔ̀ | (to gather) | b |
| | | |
| gbɔ̀ ́ | (unripe) | gb |
| gbɔ̀ ́ | (unripe) | gb |
| gbɔ̀ ́ | (unripe) | gb |
| bɔ̀ ́ | (magic) | b |
| bɔ̀ ́ | (magic ) | b |
| | | |
| gbɔ̀ | (to come back) | gb |
| bà | (mud) | b |
| bé | (to say) | b |
| gbà | (to break) | gb |
| bɔ̀ ́ | (magic) | b |
| gbɔ̀ | (to come back) | gb |
| gbè | (voice) | gb |
| gbé | (to refuse) | gb |
| bè | (to hide) | b |
| gbà | (to break) | gb |

Identify by giving the English gloss.

The words for this exercise are /bè/ 'to hide' and /gbè/ ' voice'.

| | | |
|---|---|---|
| bè | (to hide) | 'to hide' |
| gbè | (voice) | 'voice' |
| gbè | (voice) | 'voice' |
| gbè | (voice) | 'voice' |
| bè | (to hide) | 'to hide' |

The words for this exercise are /bé/ ' to say' and /gbé/ 'to refuse'.

| | | |
|---|---|---|
| gbé | (to refuse) | 'to refuse' |
| bé | (to say) | 'to say' |
| gbé | (to refuse) | 'to refuse' |
| gbé | (to refuse) | 'to refuse' |
| gbé | (to refuse) | 'to refuse' |

The words for this exercise are: /bà/ 'mud' and /gbà/ 'to break'.

| | | |
|---|---|---|
| gbà | (to break) | 'to break' |
| bà | (mud) | 'mud' |
| bà | (mud) | 'mud' |
| gbà | (to break) | 'to break' |
| gbà | (to break) | 'to break' |

The words for this exercise are : /bɔ̀/ 'to gather' and /gbɔ̀/ 'to come back'.

| | | |
|---|---|---|
| gbɔ̀ | (to come back) | 'to come back' |
| gbɔ̀ | (to come back) | 'to come back' |
| bɔ̀ | (to gather) | 'to gather' |
| bɔ̀ | (to gather) | 'to gather' |

gbɔ̀ (to come back) ' to come back'

The words for this exercise are: /bɔ̀́/ 'magic and /gbɔ̀́/ 'unripe'.

| | | |
|---|---|---|
| bɔ̀́ | (magic) | 'magic' |
| gbɔ̀́ | (unripe) | 'unripe' |
| gbɔ̀́ | (unripe) | 'unripe' |
| bɔ̀́ | (magic) | 'magic' |
| gbɔ̀́ | (unripe) | 'unripe' |

Ewe

VI

/kp/ vs. /gb/

Students should listen carefully to each of the following pairs of words as said by the instructor.

| | | | |
|---|---|---|---|
| kpè | 'to be heavy' | gbè | 'voice' |
| kpé | 'to invite' | gbé | 'to refuse' |
| kpá | 'to fade' | gbá | 'to roof' |
| kpɔ̀ | 'to be cheap' | gbɔ̀ | 'to come back' |
| kpɔ́ | 'to see' | gbɔ́ | 'near' |

Are the following pairs of words <u>same</u> or <u>different</u> ?

| | | | | |
|---|---|---|---|---|
| kpè | (to be heavy) | kpè | (to be heavy) | S |
| kpè | (to be heavy) | gbè | (voice) | D |
| kpè | (to be heavy) | kpè | (to be heavy) | S |
| gbè | (voice) | gbè | (voice) | S |
| gbè | (voice) | kpè | (to be heavy) | D |
| | | | | |
| gbé | (to refuse) | kpé | (to invite) | D |
| kpé | (to invite) | kpé | (to invite) | S |
| gbé | (to refuse) | gbé | (to refuse) | S |
| kpé | (to invite) | kpé | (to invite) | S |
| kpé | (to invite) | gbé | (to refuse) | D |
| | | | | |
| gbá | (to roof) | gbá | (to roof) | S |
| kpá | (to fade) | kpá | (to fade) | S |
| gbá | (to roof) | gbá | (to roof) | S |
| gbá | (to roof) | kpá | (to fade) | D |
| kpá | (to fade) | gbá | (to roof) | D |
| | | | | |
| kpɔ̀ | (to be cheap) | kpɔ̀ | (to be cheap) | S |
| kpɔ̀ | (to be cheap) | gbɔ̀ | (to come back) | D |
| gbɔ̀ | (to come back) | gbɔ̀ | (to come back) | S |
| kpɔ̀ | (to be cheap) | kpɔ̀ | (to be cheap) | S |
| kpɔ̀ | (to be cheap) | gbɔ̀ | (to come back) | D |

| | | | | |
|---|---|---|---|---|
| gbɔ́ | (near) | kpɔ́ | (to see) | D |
| kpɔ́ | (to see) | kpɔ́ | (to see) | S |
| kpɔ́ | (to see) | kpɔ́ | (to see) | S |
| gbɔ́ | (near) | kpɔ́ | (to see) | D |
| kpɔ́ | (to see) | gbɔ́ | (near) | D |

Do the following words contain /kp/ or /gb/ ?

| | | |
|---|---|---|
| kpɛ̀ | ( to be heavy) | kp |
| gbɛ̀ | ( voice) | gb |
| kpɛ̀ | (to be heavy) | kp |
| kpɛ̀ | (to be heavy) | kp |
| gbɛ̀ | (voice) | gb |
| gbé | (to refuse) | gb |
| kpé | (to invite) | kp |
| kpé | (to invite) | kp |
| kpé | (to invite) | kp |
| gbé | (to refuse) | gb |
| kpá | (to fade) | kp |
| kpá | (to fade) | kp |
| kpá | (to fade) | kp |
| gbá | (to roof) | gb |
| gbá | (to roof) | gb |
| kpɔ̀ | (to be cheap) | kp |
| gbɔ̀ | (to come back) | gb |
| kpɔ̀ | (to be cheap) | kp |
| kpɔ̀ | (to be cheap) | kp |
| gbɔ̀ | (to come back) | gb |
| gbɔ́ | (near) | gb |
| kpɔ́ | (to see) | kp |
| kpɔ́ | (to see) | kp |

| | | |
|---|---|---|
| gbɔ́ | (near) | gb |
| gbɔ́ | (near) | gb |
| | | |
| kpɛ̀ | (to be heavy) | kp |
| gbé | (to refuse) | gb |
| kpé | (to fade) | kp |
| gbɔ̀ | (to come back) | gb |
| gbɔ́ | (near) | gb |
| kpé | (to invite) | kp |
| kpɔ̀ | (to be cheap) | kp |
| gbɔ́ | (near) | gb |
| kpɔ̀ | (to be cheap) | kp |
| gbɔ́ | (near) | gb |
| kpɔ́ | (to see) | kp |
| kpá | (to fade) | kp |

Identify by giving the Englsih gloss.

The words for this exercise are : /kpɛ̀/ 'to be heavy' and /gbɛ̀/ 'voice'.

| | | |
|---|---|---|
| gbɛ̀ | (voice) | 'voice' |
| gbɛ̀ | (voice) | 'voice' |
| kpɛ̀ | (to be heavy) | 'to be heavy' |
| gbɛ̀ | (voice) | 'voice' |
| kpɛ̀ | (to be heavy) | 'to be heavy' |

The words for this exercise are : / kpé/ 'to invite' and /gbé/ ' to refuse'.

| | | |
|---|---|---|
| kpé | (to invite) | 'to invite' |
| gbé | (to refuse) | 'to refuse' |
| gbé | (to refuse) | 'to refuse' |
| kpé | (to invite) | 'to invite' |
| gbé | (to refuse) | 'to refuse' |

The words for this exercise are /kpá/ 'to fade' and /gbá/ 'to roof'.

| | | |
|---|---|---|
| kpá | (to fade) | 'to fade' |
| kpá | (to fade) | 'to fade' |
| gbá | (to roof) | 'to roof' |
| kpá | (to fade) | 'to fade' |
| kpá | (to fade) | 'to fade' |

The words for this exercisw are: /kpɔ̀/ 'to be cheap and /gbɔ̀/ 'to come back'.

| | | |
|---|---|---|
| gbɔ̀ | (to come back) | 'to come back' |
| kpɔ̀ | (to be cheap) | 'to be cheap' |
| gbɔ̀ | (to come back) | 'to come back' |
| gbɔ̀ | (to come back) | 'to come back' |
| kpɔ̀ | (to be cheap) | 'to be cheap' |

The words for this exercise are: /kpɔ́/ 'to see' and /gbɔ́/ 'near'.

| | | |
|---|---|---|
| gbɔ́ | (near) | 'near' |
| kpɔ́ | (to see) | 'to see' |
| kpɔ́ | (to see) | 'to see' |
| gbɔ́ | (near) | 'near' |
| kpɔ́ | (to see) | 'to see) |

Ewe

/b/, /gb/, /kp/

Do the following words contain /b/, /gb/, or /kp/ ?

| | | |
|---|---|---|
| kpé | (to invite) | kp |
| gbè | (voice) | gb |
| gbè | (voice) | gb |
| gbé | (to refuse) | gb |
| kpɔ̀ | (to be cheap) | kp |
| bɔ̀ | (to gather) | b |
| bé | (to say) | b |
| kpɔ̀ | (to be cheap) | kp |
| gbɔ̀ | ( to come back) | gb |
| bè | (to hide) | b |

Ewe

bilabial /ɸ/ vs. labio-dental /f/

Students should listen carefully to each of the following pairs of owrds as said by the instructor.

| | | | |
|---|---|---|---|
| ɸè | 'year' | fè | ' debt' |
| ɸlì | 'buy it' | flì | ' cut it up' |
| ɸò | 'to beat' | fò | 'to be light' |
| ɸù | 'sea' | fù | 'misery' |
| ɸú | 'bone' | fú | 'feather' |

Are the following pairs of words <u>same</u> or <u>different</u> ?

| | | | | |
|---|---|---|---|---|
| fè | (debt) | ɸè | (year) | D |
| fè | (debt) | ɸè | (year) | D |
| ɸè | (year) | fè | (debt) | D |
| fè | (debt) | fè | (debt) | S |
| ɸè | (year) | ɸè | (year) | S |
| ɸlì | (buy it) | flì | ( cut it up) | D |
| flì | (cut it up) | flì | (cut it up) | S |
| ɸlì | (buy it) | ɸlì | (buy it ) | S |
| flì | (cut it up) | flì | (cut it up) | S |
| ɸlì | (buy it) | flì | (cut it up) | D |

Ewe

2

| | | | | |
|---|---|---|---|---|
| fɔ̀ | (to be light) | ʃɔ̀ | (to beat) | D |
| ʃɔ̀ | (to beat) | fɔ̀ | (to be light) | D |
| ʃɔ̀ | (to beat) | ʃɔ̀ | (to beat) | S |
| ʃɔ̀ | (to beat) | fɔ̀ | (to be light) | D |
| ʃɔ̀ | (to beat) | ʃɔ̀ | (to beat) | S |
| | | | | |
| ʃù | (sea) | ʃù | (sea) | S |
| fù | (misery) | ʃù | (sea) | D |
| fù | (misery) | ʃù | (sea) | D |
| ʃù | (sea) | ʃù | (sea) | S |
| fù | (misery) | ʃù | (sea) | D |
| | | | | |
| fú | (feather) | fú | (feather) | S |
| ʃú | (bone) | fú | (feather) | D |
| ʃu | (bone) | ʃú | (bone) | S |
| fú | (feather) | ʃú | (bone) | D |
| fú | (feather) | ʃú | (bone) | D |

Do the following words contain bilabial /ʃ/ or labio-dental /ʃ/ ?

| | | |
|---|---|---|
| fè | (debt) | labio-dental |
| fè | (debt) | labio-dental |
| fè | (debt) | labio-dental |
| ʃè | (year) | bilabial |
| ʃe | (year) | bilabial |

| | | |
|---|---|---|
| ʄlì | (buy it) | bilabial |
| flì | (cut it up) | labio-dental |
| ʄlì | (buy it) | bilabial |
| flì | (cut it up) | labio-dental |
| flì | (cut it up) | labio-dental |
| | | |
| fɔ̀ | (to be light) | labio-dental |
| fɔ̀ | (to be light) | labio-dental |
| ʄɔ̀ | (to beat) | bilabial |
| fɔ̀ | (to be light) | labio-dental |
| ʄɔ̀ | (to beat) | bilabial |
| | | |
| ʄù | (sea) | bilabial |
| fù | (misery) | labio-dental |
| fù | (misery) | labio-dental |
| ʄù | (sea) | bilabial |
| fù | (misery) | labio-dental |
| | | |
| ʄú | (bone) | bilabial |
| fú | (feather) | labio-dental |
| ʄú | (bone) | bilabial |
| fú | (feather) | labio-dental |
| fú | (feather) | labio-dental |
| | | |
| ʄè | (year) | bilabial |
| ʄù | (sea) | bilabial |
| ʄú | (bone) | bilabial |
| fè | (debt) | labio-dental |
| fɔ̀ | (to be light) | labio-dental |
| fè | (debt) | labio-dental |
| fú | (feather) | labio-dental |
| fù | (misery) | labio-dental |
| ʄɔ̀ | (to beat) | bilabial |
| flì | (cut it up) | labio-dental |

Ewe

Identify by giving the English gloss.

The words for this exercise are /ʃɛ̀/ 'year' and / fɛ̀/ 'debt'.

| | | |
|---|---|---|
| ʃɛ̀ | (year) | 'year' |
| fɛ̀ | (debt) | 'debt' |
| ʃɛ̀ | (year) | 'year' |
| ʃɛ̀ | (year) | 'year' |
| ʃɛ̀ | (year) | 'year' |

The words for this exercise are /ʃlì/ 'buy it' and /flì/ ' cut it up'.

| | | |
|---|---|---|
| flì | (cut it up) | 'cut it up' |
| ʃlì | (buy it) | 'buy it' |
| ʃlì | (buy it ) | 'buy it' |
| ʃlì | (buy it) | 'buy it' |
| flì | (cut it up) | 'cut it up' |

The words for this exercise are /ʃɔ̀/ 'to beat' and /fɔ̀/ 'to be light'.

| | | |
|---|---|---|
| ʃɔ̀ | (to beat) | 'to beat' |
| ʃɔ̀ | (to beat) | 'to beat' |
| ʃɔ̀ | (to beat) | 'to beat' |
| fɔ̀ | (to be light) | 'to be light' |
| fɔ̀ | (to be light) | 'to be light' |

The words for this exercise are /ʃù/ 'sea' and /fù/ 'misery'.

| | | |
|---|---|---|
| fù | (misery) | 'misery' |
| fù | (misery) | 'misery' |
| ʃù | (sea) | 'sea' |
| fù | (misery) | 'misery' |
| ʃù | (sea) | 'sea' |

Ewe

5

The words for this exercise are /ʃú/ 'bone' and /fú/ 'feather'.

| | | |
|---|---|---|
| ʃú | (bone) | 'bone' |
| ʃú | (bone) | 'bone' |
| ʃú | (bone) | 'bone' |
| fú | (feather) | 'feather' |
| ʃú | (bone) | 'bone' |

Ewe

6

bilabial /ʋ/ vs. labio-dental /v/.

Students should listen carefully to each of the following pairs of words as said by the instructor.

| | | | |
|---|---|---|---|
| àʋà | 'war' | àvà | 'granary' |
| ʋɔ̀ | 'door' | vɔ̀ | 'to finish' |
| ʋù | 'blood' | vù | 'a fight' |
| ʋú | 'vehicle' | vú | 'to tear' |
| ʋúʋú | 'to shake' | vúvú | 'torn' |

Are the following pairs of words <u>same</u> or <u>different?</u>

| | | | | |
|---|---|---|---|---|
| àʋà | (war) | àʋà | (war) | S |
| àvà | (granary) | àʋà | (war) | D |
| àʋà | (war) | àvà | (granary) | D |
| àʋà | (war) | àvà | (granary) | D |
| àʋà | (war) | àvà | (granary) | D |
| | | | | |
| vɔ̀ | (to finish) | vɔ̀ | (to finish) | S |
| ʋɔ̀ | (door) | vɔ̀ | (to finish) | D |
| ʋɔ̀ | (door) | ʋɔ̀ | (door) | S |
| vɔ̀ | (to finish) | vɔ̀ | (to finish) | S |
| ʋɔ̀ | (door) | vɔ̀ | (to finish) | D |
| | | | | |
| ʋù | (blood) | ʋù | (blood) | S |
| vù | (a fight) | vù | (a fight) | S |
| ʋù | (blood) | vù | (a fight) | D |
| vù | (a fight) | vù | (a fight) | S |
| ʋù | (blood) | vù | (a fight) | D |
| | | | | |
| ʋú | ( vehicle) | ʋú | (vehicle) | S |
| ʋú | (vehicle) | vú | (to tear) | D |
| vú | (to tear) | ʋú | (vehicle) | D |
| ʋú | (vehicle) | vú | (to tear) | D |
| ʋú | (vehicle) | vú | (to tear) | D |

Ewe

| | | | | |
|---|---|---|---|---|
| vúvú | (torn) | [illegible] | (to shake) | D |
| [illegible] | (to shake) | [illegible] | (to shake) | S |
| vúvú | (torn) | [illegible] | (to shake) | D |
| [illegible] | (to shake) | [illegible] | (to shake) | S |
| [illegible] | (to shake) | vúvú | (torn) | D |

7

Do the following words contain bilabial /[illegible]/ or labio-dental /v/?

| | | |
|---|---|---|
| àvà | (granary) | labio-dental |
| àvà | (granary) | labio-dental |
| à[illegible]à | (war ) | bilabial |
| àvà | (granary) | labio-dental |
| à[illegible]à | (war) | bilabial |

| | | |
|---|---|---|
| vɔ̀ | (to finish) | labio-dental |
| [illegible] | (door) | bilabial |
| vɔ̀ | (to finish) | labio-dental |
| vɔ̀ | (to finish) | labio-dental |
| [illegible] | (door) | bilabial |

| | | |
|---|---|---|
| vù | (a fight) | labio-dental |
| [illegible] | (blood) | bilabial |
| [illegible] | (blood) | bilabial |
| [illegible] | (blood) | bilabial |
| [illegible] | (blood) | bilabial |

| | | |
|---|---|---|
| vú | (to tear) | labio-dental |
| [illegible] | (vehicle) | bialbial |
| vú | (to tear) | labio-dental |
| vú | (to tear) | labio-dental |
| [illegible] | (vehicle) | bilabial |

| | | |
|---|---|---|
| [illegible] | (to shake) | bilabial |
| vúvú | (torn) | labio-dental |
| [illegible] | (to shake) | bilabial |
| vúvú | (torn) | labio-dental |
| [illegible] | (to shake) | bilabial |

Ewe

| | | |
|---|---|---|
| vúvú | (torn) | labio-dental |
| vú | (to tear) | labio-dental |
| ʋù | (blood) | bilabial |
| àʋà | (war) | bilabial |
| vù | (a fight) | labio_dental |
| àʋà | (war) | bilabial |
| ʋɔ̀ | (door) | bilabial |
| ʋúʋú | (to shake) | bilabial |
| vɔ̀ | (to finish) | labio-dental |
| ʋù | (blood) | bilabial |

Identify by giving the English gloss.

The words for this exercise are : /àʋà/ 'war' and /àvà/'granary'.

| | | |
|---|---|---|
| àvà | (granary) | 'granary' |
| àʋà | (war) | 'war' |
| àvà | (granary) | 'granary' |
| àʋà | (war) | 'war' |
| àʋà | (war) | 'war' |

The words for this exercise are : /ʋɔ̀/ 'door' and /vɔ̀/ 'to finish'.

| | | |
|---|---|---|
| vɔ̀ | (to finish) | 'to finish' |
| ɔ̀ | (door) | 'door' |
| ʋɔ̀ | (door) | 'door' |
| ʋɔ̀ | (door) | 'door' |
| ʋɔ̀ | (door) | 'door' |

The words for this exercise are /ʋù/ 'blood' and /vù/ 'a fight'.

| | | |
|---|---|---|
| ʋù | (blood) | 'blood' |
| vù | (a fight) | 'a fight' |
| ʋù | (blood) | 'blood' |
| ʋù | (blood) | 'blood' |
| vù | (a fight) | 'a fight' |

Ewe

9

The words for this exercise are: /ʋú/ 'vehicle' and /vú/ 'to tear'.

| | | |
|---|---|---|
| ʋú | (vehicle) | 'vehicle' |
| vú | (to tear) | 'to tear' |
| vú | (to tear) | 'to tear' |
| ʋú | (vehicle) | 'vehicle' |
| ʋú | (vehicle) | 'vehicle' |

The words for this exercise are : /ʋúʋú/ 'to shake' and /vúvú/ 'torn'.

| | | |
|---|---|---|
| ʋúʋú | (to shake) | 'to shake' |
| ʋúʋú | (to shake) | 'to shake' |
| ʋúʋú | (to shake) | 'to shake' |
| vúvú | (torn) | 'torn' |
| vúvú | (torn) | 'torn' |

Ewe

dental /d/ vs. retroflex /ɖ/.

10

Students should listen carefully to each of the following pairs of words as said by the instructor.

| | | | |
|---|---|---|---|
| dìdì | 'to be long' | ɖìɖì | 'going down' |
| àdè´ | 'saliva' | àɖè´ | 'tongue' |
| dà | 'to throw' | ɖà | 'to cook' |
| dɔ̀ | 'hunger' | ɖɔ̀ | 'net' |
| dó | 'to send' | ɖó | 'to fill' |
| dó | 'to plant' | ɖó | 'to arrive' |
| dù | 'town' | ɖù | 'gun powder' |

Are the following pairs of words same or different?

| | | | | |
|---|---|---|---|---|
| ɖìɖì | (going down) | ɖìɖì | (going down) | S |
| ɖìdì | (going down) | dìdì | (to be long) | D |
| dìdì | (to be long) | dìdì | (to be long) | S |
| ɖìɖì | (going down) | dìdì | (to be long) | D |
| ɖìɖì | (going down) | ɖìɖì | (going down) | S |
| | | | | |
| àdè´ | (saliva) | àdè´ | (saliva) | S |
| àdè´ | (saliva) | àɖè´ | (tongue) | D |
| àdè´ | (saliva) | àdè´ | (saliva) | S |
| àɖè´ | (tongue) | àɖè´ | (tongue) | S |
| àɖè´ | (tongue) | àɖè´ | (tongue) | S |
| | | | | |
| dà | (to throw) | dà | (to throw) | S |
| ɖà | (to cook) | dà | (to throw) | D |
| dà | (to throw) | ɖà | (to cook) | D |
| ɖà | (to cook) | ɖà | (to cook) | S |
| dà | (to throw) | ɖà | (to cook) | D |
| | | | | |
| ɖɔ̀ | (net) | dɔ̀ | (hunger) | D |
| ɖɔ̀ | (net) | dɔ̀ | (hunger) | D |
| dɔ̀ | (hunger) | dɔ̀ | (hunger) | S |
| dɔ̀ | (hunger) | ɖɔ̀ | (net) | D |
| ɖɔ̀ | (net) | ɖɔ̀ | (net) | S |

Ewe

11

| | | | | |
|---|---|---|---|---|
| ɗɔ́ | (to fill) | dɔ́ | (to send) | D |
| ɗɔ́ | (to fill) | dɔ̃́ | (to send) | D |
| ɗɔ́ | (to fill) | ɗɔ́ | (to fill) | S |
| ɗɔ́ | (to fill) | dɔ́ | (to send) | D |
| ɗɔ́ | (to fill) | ɗɔ́ | (to fill) | S |
| | | | | |
| dó | (to plant) | ɗó | (to arrive) | D |
| dó | (to plant) | ɗó | (to arrive) | D |
| dó | (to plant) | dó | (to plant) | S |
| ɗó | (to arrive) | ɗó | (to arrive) | S |
| dó | (to plant) | ɗó | (to arrive) | D |
| | | | | |
| dù | (town) | ɗù | (gun powder) | D |
| ɗù | (gun powder) | dù | (town) | D |
| dù | (town) | dù | (town) | S |
| dù | (town) | ɗù | (gun powder) | D |
| ɗù | (gun powder) | ɗ̌ù | (gun powder) | S |

Do the following words contain dental /d/ or retroflex /ɗ/?

| | | |
|---|---|---|
| ɗìɗì | (going down) | retroflex |
| ɗìɗì | (going down) | retroflex |
| dìdì | (to be long) | dental |
| ɗìɗì | (going down) | retroflex |
| dìdì | (to be long) | dental |
| | | |
| àdè' | (saliva) | dental |
| àɗè' | (tongue) | retroflex |
| àdè' | (saliva) | dental |
| àdè' | (saliva) | dental |
| àdè' | (saliva) | dental |
| | | |
| ɗà | (to cook) | retroflex |
| dà | (to throw) | dental |
| ɗà | (to cook) | retroflex |
| ɗà | (to cook) | retroflex |
| dà | (to throw) | dental |

Ewe

| | | |
|---|---|---|
| ɖɔ | (net) | retroflex |
| ɖɔ | (net) | retroflex |
| dɔ | (hunger) | dental |
| dɔ | (hunger) | dental |
| ɖɔ | (net) | retroflex |
| | | |
| dɔ́ | (to send) | dental |
| ɖɔ́ | (to fill) | retroflex |
| dɔ́ | (to send) | dental |
| ɖɔ́ | (to fill) | retroflex |
| dɔ́ | (to send) | dental |
| | | |
| dɔ́ | (to plant) | dental |
| ɖɔ́ | (to arrive) | retroflex |
| dɔ́ | (to plant) | dental |
| ɖɔ́ | (to arrive ) | retroflex |
| ɖɔ́ | (to arrive) | retroflex |
| | | |
| dù | (town) | dental |
| dù | (town) | dental |
| ɖù | (gun powder) | retroflex |
| ɖù | (gun powder) | retroflex |
| ɖù | (gun powder) | retroflex |
| | | |
| ɖà | (to cook) | retroflex |
| ɖù | (gun powder) | retroflex |
| dìdì | (to be long) | dental |
| dɔ́ | (to send) | dental |
| ɖɔ | (net) | retroflex |
| ɖɔ́ | (to fill) | retroflex |
| ɖ̀ɖì | (going down) | retroflex |
| dɔ́ | (to plant) | dental |
| dɔ | (hunger) | dental |
| dìdì | (to be long) | dental |

Identify by giving the English gloss.

The words for this exercise are: /dìdì/ 'to be long'
and /ɖ̀ɖì/ 'going down'.

Ewe

13

| | | |
|---|---|---|
| dìdì | (to be long) | 'to be lond' |
| ɗɗ. | (going down) | 'going down' |
| ɗɗ | (going down) | 'going down' |
| ɗɗ | (going down) | 'going down' |
| ɗɗ | (going down) | 'going down' |

The words for this exercise are: /àdè´/ 'saliva' and /àɗè´/ 'tongue'.

| | | |
|---|---|---|
| àdè´ | (saliva) | 'saliva' |
| àdè´ | (saliva) | 'saliva' |
| àɗè´ | (tongue) | 'tongue' |
| àdè´ | (saliva) | 'saliva' |
| àɗè´ | (tongue) | 'tongue' |

The words for this exercise are: /dà/ 'to throw' and /ɗà/ 'to cook'.

| | | |
|---|---|---|
| ɗà | (to cook) | 'to cook' |
| ɗà | (to cook) | 'to cook' |
| dà | (to throw) | 'to throw' |
| ɗà | (to cook) | 'to cook' |
| dà | (to throw) | 'to throw' |

The words for this exercise are: / dɓ/ 'hunger' and /ɗɓ/ 'net'.

| | | |
|---|---|---|
| dɓ | (hunger) | 'hunger' |
| ɗɓ | (net) | 'net' |
| dɓ | (hunger) | 'hunger' |
| dɓ | (hunger) | 'hunger' |
| ɗɓ | (net) | 'net' |

Ewe

The words for this exercise are: /dɔ́/ 'to send' and /ɖɔ́/ 'to fill'.

| | | |
|---|---|---|
| ɖɔ́ | (to fill) | 'to fill' |
| dɔ́ | (to send) | 'to send' |
| dɔ́ | (to send) | 'to send' |
| ɖɔ́ | (to fill) | 'to fill' |
| ɖɔ́ | (to fill) | 'to fill' |

The words fot this exercise are: /dó/ 'to plant' and /ɖó/ 'to arrive'.

| | | |
|---|---|---|
| dó | (to plant) | 'to plant' |
| dó | (to plant) | 'to plant' |
| ɖó | (to arrive) | 'to arrive' |
| ɖó | (to arrive) | 'to arrive' |
| ɖó | (to arrive) | 'to arrive' |

The words for this exercise are: /dù/ 'town' and /ɖù/ 'gun powder'.

| | | |
|---|---|---|
| dù | (town) | 'town' |
| ɖù | (gun powder) | 'gun powder' |
| dù | (town) | 'town' |
| ɖù | (gun powder) | 'gun powder' |
| ɖù | (gun powder) | 'gun powder' |

Ewe

velar /ɣ/ vs. pharyngal /ħ/.

Students should listen carefully to the following pairs of words as said by the instructor.

| | | | |
|---|---|---|---|
| ɣè | 'sun' | hè | 'to educate' |
| ɣàà | 'flowing' | hàà | 'broad' |

Are the following pairs of words <u>same</u> or <u>different</u>?

| | | | | |
|---|---|---|---|---|
| ɣè | (sun) | ɣè | (sun) | S |
| ɣè | (sun) | hè | (to educate) | D |
| ɣè | (sun) | ɣè | (sun) | S |
| hè | (to educate) | ɣè | (sun) | D |
| hè | (to educate) | ɣè | (sun) | D |
| ɣè | (sun) | ɣè | (sun). | S |
| hè | (to educate) | hè | (to educate) | S |
| ɣè | (sun) | hè | (to educate) | D |
| ɣè | (sun) | hè | (to educate) | D |
| hè | (to educate) | hè | (to educate) | S |
| | | | | |
| hàà | (broad) | ɣàà | (flowing) | D |
| hàà | (broad) | hàà | (broad) | S |
| ɣàà | (flowing) | hàà | (broad) | D |
| hàà | (broad) | hàà | (broad) | S |
| ɣàà | (flowing) | ɣàà | (flowing) | S |
| hàà | (broad) | ɣàà | (flowing) | D |
| ɣàà | (flowing) | ɣàà | (flowing) | S |
| hàà | (broad) | ɣàà | (flowing) | D |
| ɣàà | (flowing) | hàà | (broad) | D |
| ɣàà | (flowing) | hàà | (broad) | D |

Ewe

Do the following words contain velar / / or pharyngeal /h/? 16

| | | |
|---|---|---|
| ɣè | (sun) | velar |
| hè | (to educate) | pharyngal |
| ɣè | (sun) | velar |
| hè | (to educate) | pharyngal |
| hè | (to educate) | pharyngal |
| xè | (sun) | velar |
| hè | (to educate) | pharyngal |
| ɣè | (sun) | velar |
| xè | (sun) | velar |
| xè | (sun) | velar |
| | | |
| ɣâà | (flowing) | velar |
| hàà | (broad) | pharyngal |
| hàà | (broad) | pharyngal |
| xàà | (flowing) | velar |
| ɣàà | (flowing) | velar |
| hàà | (broad) | pharyngal |
| hàà | (broad) | pharyngal |
| ɣàà | (flowing) | velar |
| hàà | (broad) | pharyngal |
| xàà | (flowing) | velar |
| | | |
| xè | (sun) | velar |
| ɣè | (sun) | velar |
| hè | (to educate) | pharyngal |
| xè | (sun) | velar |
| hàà | (broad) | pharyngal |
| xàà | (flowing) | velar |
| hè | (to educate) | pharyngal |
| hàà | (broad) | pharyngal |
| hàà | (broad) | pharyngal |
| ɣè | (sun) | velar |

Ewe

Identify by giving the English gloss.

The words for this exercise are: /xè/ 'sun' and /hè/ 'to educate'.

| | | |
|---|---|---|
| hè | (to educate) | 'to educate' |
| hè | (to educate) | 'to educate' |
| hè | (to educate) | 'to educate' |
| xè | (sun) | 'sun' |
| hè | (to educate) | 'to educate' |
| xè | (sun) | 'sun' |
| xè | (sun) | 'sun' |
| hè | (to educate) | 'to educate' |
| xè | (sun) | 'sun' |
| hè | (to educate) | 'to educate' |

The words for this exercise are: /xàà/ 'flowimg' and /hàà/ ' broad'.

| | | |
|---|---|---|
| xàà | (flowing) | 'flowing' |
| hàà | (broad) | 'broad' |
| xàà | (flowing) | 'flowing' |
| hàà | (broad) | 'broad' |
| hàà | (broad) | 'broad' |
| xàà | (flowing) | 'flowing' |
| xàà | (flowing) | 'flowing' |
| hàà | (broad) | 'broad' |
| hàà | (broad) | 'broad' |
| xàà | (flowing) | 'flowing' |

# Unit I - Greetings

## A. In the City[1]

### 1. General Greetings

| | | |
|---|---|---|
| | fɔ̃́ | to get up |
| | èfɔ̃ | you got up |
| | èfɔ̃́ | did you get up?[2] |
| Kɔmla: | Ɛfɔ̃̌à? | How are you?[3] |
| | ɛ̀̃ | yes |
| | mèfɔ̃́ | I got up. |
| Akuwa: | Ɛ̃̀, mèfɔ̃́ | I'm fine thanks. |
| | ɖèvíáwó | the children |
| | hã́ | also/ even |
| Kɔmla: | ɖèvíáwó hã́ fɔ̃̀à? | How are the children? |
| | wófɔ̃́ | they got up |
| Akuwa: | Ɛ̃̀, wófɔ̃́ | They're fine. |

Notes:

1 A relatively short exchange of greetings is more common in the city. In the country, where people are in less of a hurry, longer greetings are more usual.

2 / ɛ̀fɔ́/ 'You got up.'

/ɛ̀fɔ́à/ ' Did you get up?'

/ɖèvíáwó hã́ fɔ́ / "The children got up too.'

/ɖèvíáwó hã́ fɔ́à /' Did the children get up too?

/-à/ at the end of a sentence marks a yes-no question.

3 Literally, the above conversation means:

| | |
|---|---|
| Éfɔ́à? | Did you get up ( in good health)? |
| Ɛ̃́, mɛ̃́fɔ́. | Yes, I got up. |
| Dèvíáwó hã́ fɔ́à? | Did the children get up too? |
| Ɛ̃́, wófɔ́. | Yes, they got up. |

According to Ewe tradition, sickness and misfortune are most likely to befall one at night - therefore, the above usage of the verb /fɔ́/ 'to get up' and the similar usage of /dɔ́/ 'to sleep' (See Unit I-B2).

## 2.Morning !!

| | | |
|---|---|---|
| Komla: | Mɔ́nì. [1] | Morning! |
| | àʃéámè | home |
| | ɖé | how about? [2] |
| Kofi: | Mɔ́nì, àʃéámè ɖé? | Morning, how's everyone at home? |
| | lì | to be there |
| Komla: | Wɔ́lì. | They're fine.[3] |
| | mìèfɔ̃́ | you(pl.) got up [4] |
| | nyúíé | well |
| Kofi: | Mìèfɔ̃́ nyúíéà? | You're all well? |
| | míéfɔ̃́ | we got up |
| Komla: | Ɛ̃̀, míéfɔ̃́. | Yes, we're all fine. |

Notes:

1 From English:morning.

2 /àʃéámè/ 'home'

/àʃéámè ɖé/ 'How's (everyone at) home?'

/ɖèvíáwó/ 'the children'

/ɖèvíáwó ɖé/ 'How are the children? Where are the children?'

/ŋkɔ́wɔ̀/ 'your name'

/ŋ̀kɔ́wɔ̀ ɖé/ 'What's your name ?'

/ɖé/ at the end of a noun phrase may be translated ' how is?' 'where is?' or 'what is?' depending on the context.

3 Literally: 'They are there.' / lì/ 'to be there' is here used synonymously with / fɜ́/ (SeeUnit I - A1,2) and / dɔ́ /. (SeeUnit I - B-2).

4 /èfɜ́/ 'You (sg.) got up.'

/mìèfɜ́/ 'You (pl.) got up.'

Ewe makes a distinction between the second person singular and plural.

## B. In the Country

### 1. Good Morning!

| | | |
|---|---|---|
| Abla: | ŋ̀dí! | (Good) morning! |
| Ama: | ŋ̀dí, àɟéámè?[1] | Good morning, how's everyone at home? |
| | éfɔ̃-- | he/ she/ it got up [2] |
| Abla: | Éfɔ̃ | Fine. |
| Ama: | Dèvíáwó? | How about the children? |
| Abla: | Wólì | They're fine. |
| Ama: | Wófɔ̃ nyúíéà? | They're all well? |
| Abla: | Ẽ, dèvíáwó? | Yes, and your children? |
| Ama: | Wólì. | They're fine. |
| Abla: | Wófɔ̃ nyúíéà? | They're all well? |
| Abla: | Ẽ. | Yes. |

Notes:

1 / àʃéámè ɖé/
/ àʃéámè/ } 'How's everyone at home?'

/ ɖèvíáwó ɖé/
/ɖèvíáwó/ } 'How are the children?'

If the context is clear, /ɖé/ may be omitted in questions like the above.

2 Ewe makes no gender distinction in the third person singular pronoun.

Subject Pronouns:

/ mèfɔ́/ 'I got up' /míéfɔ́/ 'We got up.'

/ èfɔ́/ ' You (sg.)got up.'

/ mìèfɔ́/ 'You (pl) got up.'

/éfɔ́/ 'He, she, it got up.'

/ wófɔ́/ ' They got up.'

| | singular | plural |
|---|---|---|
| 1 st person | mè- | míé- |
| 2 nd person | è- | mìè- |
| 3 rd person | é- | wó- |

## 2. Good Afternoon!

| | |
|---|---|
| Kɔsi: ɖɔ́! | (Good) afternoon! |
| gòò | respect form[1] |
| Abla: ɖɔ́, gòò, ɖeéámè é? | Good afternoon, how's everyone at home? |
| dɔ́ | to sleep |
| Kɔsi: Édɔ́ | Fine.[2] |
| Abla: Đèvíáwó é? | How about the children? |
| Kɔsi: Wódɔ́, èvíáwó? | They're fine, and your children? |
| Abla: Wófɔ̃́, nyúíé. | They're fine. |

Notes:

[1] / gòò/ is a respect form used by a woman to a man, a commoner to a chief, or in any situation where one wishes to show respect.

[2] Literally, 'It (i.e. the household) slept well.' (See Unit I -A1, Note 3.)

## 3. Good Evening!

| | | |
|---|---|---|
| Kɔsi: | Fíɛ̃ | (Good) evening! |
| Kɔdzo: | Fíɛ̃ gòò, àʃéámè ? | Good evening, how's everyone at home? |
| Kɔsi: | Édɔ́. | Fine. |
| Kɔdzo: | Đèvíáwó? | How about the children? |
| Kɔai: | Wɔ́lì. | They're fine. |
| Kɔdzo: | Wɔ́dɔ́ nyúíéà? | They're all well. |

srɔ̃wòà — your wife/ husband

| | | |
|---|---|---|
| Kɔsi: | Ẽ, srɔ̃wòà é? | Yes, how's your wife? |
| Kɔdzo: | Élì. | She's fine. |
| Kɔsi: | Đèvíáwo? | How about the children? |
| Kɔdzo: | Wɔ́lì nyúíé. | They're fine. |

Ewe

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## Supplementary Vocabulary

| | |
|---|---|
| tɔ́wɔ̀ | 'your father' |
| nɔ̀wɔ̀ | ' your mother' |
| tɔ́gbúí | 'grandfather/ father (if elderly)' |
| màmá | 'grandmother/ mother (if elderly)' |
| nɔ̀víwɔ̀wó | 'your brothers/ sisters/ cousins' |

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## Grammatical Drill

### Patterned Response Drill:

1. Respond with the appropriate pronoun + / fɜ́ /.

| | | |
|---|---|---|
| Examples. | Srɜ̃woa ɖe? | Éfɜ. |
| | Deviawo ɖe? | Wofɜ. |
| | Aʈeame ɖe? | Éfɜ./ Wofɜ. |

---

| | |
|---|---|
| Nɔviwowo ɖe? | Wofɜ. |
| Mama ɖe? | Éfɜ. |
| Nɔwo ɖe? | Éfɜ |
| Deviawo ɖe? | Wofɜ. |
| Tɔgbui ɖe? | Éfɜ. |

2. Respond with the appropriate pronoun + / lì /.

| | |
|---|---|
| Srɔwoa ɖe? | Éli. |
| Nɔviwowo ɖe? | Woli. |
| Tɔwo ɖe? | Éli. |
| Nɔwo ɖe? | Éli. |
| Mama ɖe? | Éli. |

3. Respond with the appropriate pronoun + /dɔ́/.

| | |
|---|---|
| Mama ɖe? | Édɔ. |
| Deviawo ɖe? | Wodɔ. |
| Tɔwo ɖe? | Édɔ. |
| Srɔ̃woa ɖe? | Édɔ. |
| Aʃeame ɖe? | Édɔ./ Wodɔ. |

4. Respond with the appropriate pronoun + / fɔ́̃ nyúíé/.

| | |
|---|---|
| Tɔgbui ɖe? | Éfɔ̃ nyuie. |
| Nɔwo ɖe? | Éfɔ̃ nyuie. |
| Srɔ̃woa ɖe? | Éfɔ̃ nyuie. |
| Nɔviwowo ɖe? | Wofɔ̃ nyuie. |
| Deviawo ɖe? | Wofɔ̃ nyuie. |

5. Respond with the appropriate pronoun + / lì nyúíé/.

| | |
|---|---|
| Aʃeame ɖe? | Éli nyuie/ woli nyuie. |
| Nɔwo ɖe? | Éli nyuie. |
| Tɔgbui ɖe? | Éli nyuie. |
| Mama ɖe? | Éli nyuie. |
| Deviawo ɖe? | Woli nyuie. |

6. Respond with the appropriate pronoun + / dɔ́ nyúfé/.

| | |
|---|---|
| Nɔviwòwo de? | Wodɔ nyuie. |
| Nɔwò de? | Édɔ nyuie. |
| Srɔ̃wòa de? | Édɔ nyuie. |
| Afeame de? | Édɔ nyuie./ Wodɔ nyuie. |
| Tɔgbui de? | Édɔ nyuie. |

7. Respond with / ɛ̀ / + the appropriate pronoun + /fɔ̃́/.

| | | |
|---|---|---|
| Examples: | Éfɔ̃a? | Ɛ̃, éfɔ̃. |
| | Èfɔ̃a? | Ɛ̃, mefɔ̃. |
| | Èfɔ̃ nyuiea? | Ɛ̃, mefɔ̃. |

---

| | |
|---|---|
| Èfɔ̃a? | Ɛ̃,mefɔ̃. |
| Wofɔ̃a? | Ɛ̃,wofɔ̃. |
| Wofɔ̃ nyuiea? | Ɛ̃,wofɔ̃. |
| Éfɔ̃a? | Ɛ̃,éfɔ̃. |
| Mìefɔ̃ nyuiea? | Ɛ̃,mífefɔ̃. |

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8. Respond with /ɛ̀/ + the appropriate pronoun + /lì/.

| | |
|---|---|
| Wolia? | Ɛ̃,woli. |
| Èlia? | Ɛ̃,meli. |
| Mìelia? | Ɛ̃,míeli. |
| Woli nyuiea? | Ɛ̃,woli. |
| Élia? | Ɛ̃,éli. |

9. Respond with /ɛ̀/ + the appropriate pronoun + / dɔ́/.

| | |
|---|---|
| Mìedɔa? | Ɛ̃,míedɔ. |
| Wodɔ nyuiea? | Ɛ̃,wodɔ. |
| Èdɔa? | Ɛ̃,mèdɔ. |
| Wodɔa? | Ɛ̃,wodɔ. |

10. Respond with /ɛ̀/ + the appropriate pronoun + the verb used in the question.

Examples:

| | |
|---|---|
| Éfɔ̃a? | Ɛ̃, éfɔ̃. |
| Èfɔ̃a? | Ɛ̃, mefɔ̃. |
| Èfɔ̃ nyuiea? | Ɛ̃, mefɔ̃. |
| Èdɔ nyuiea? | Ɛ̃, medɔ. |
| Deviawo hã dɔ nyuiea? | Ɛ̃, wodɔ. |

---

| | |
|---|---|
| Èdɔa? | Ɛ̃, medɔ. |
| Srɔ̃woa fɔ̃a? | Ɛ̃, éfɔ̃. |
| Édɔ nyuiea? | Ɛ̃, édɔ. |
| Deviawo hã lia? | Ɛ̃, woli. |
| Wofɔ̃ nyuiea? | Ɛ̃, wofɔ̃. |
| Mìedɔ nyuiea? | Ɛ̃, míedɔ. |

Question and Answer Drill:

Answer the question asked you by the instructor. Then ask another student in the class a question based on the same pattern. Continue in this manner until everyone has had a chance to ask and answer a question at least once.

1. Question with /dé/.

Example - Instructor : Afɔame de?

Stident: Éfɔ̃ .

Ðeviawo de?

2. Question with /-à/

Example - Instructor : Mielia?

Student: Ẽ,míeli

Deviawo fɔ̃ nyuiea?

Conversation Drill:

Improvise a conversation on the model of the dialogues in Unit I.

## Unit II What's Your Name?

### Dialogue A.

| | |
|---|---|
| Kɔdzo: Mɔ́nì! | Morning! |
| Kɔmfa: Mɔ́nì, èfɔ̃̀à? | Morning, how are you? |
| Kɔdzo: È, mèfɔ̃́. | I'm fine, thanks. |
| ŋ̀kɔ́ | name |
| ŋ̀kɔ́wɔ̀ | your (sg.) name |
| Kɔmfa: Nkɔ́wɔ̀ dé? | What's your name? |
| ŋ̀kɔ́nyè | my name |
| nyé | to be |
| Kɔdzo: ŋ̀kɔ́nyè yénýé Kɔ̀dzɔ́.[1] | My name is Kɔdzo. |

Notes:

[1]The above usage of the pronominal prefix /yé-/ third person singular will be treated later in the grammar and is to be learned as an idiom.

## Dialogue B.

| | | |
|---|---|---|
| | dzèsí (singular) | to know |
| | àfétó yā (sing.) | this gentleman |
| Komla: | Ényó, Kofí, èdzèsí àfétó yāà? | Well, Kofi, do you know this gentleman? |
| | (àò | no |
| | mèdzèsí | I know |
| | mèdzèsíì | I know him |
| | (nyèmédzèsíì ò | I don't know him. |
| | éŋkó | his name |
| Kofi: | Ò, nyèmédzèsíì ò. Éŋkóɖé? | No I don't know him. What's his name? |
| Komla: | Éŋkó yényé Kòdzó. | His name is Kodzo. (name) |
| Kofi: | Ényó, Kòdzó, èfɔ̃ nyúíéà? | Well, Kodzo, how are you? |
| Kodzo: | Ẽ, mèfɔ̃. | I'm fine thanks. |

## Dialogue C.

| | | |
|---|---|---|
| Komla: | Èfɔ̀à? | How are you? |
| Akuwa: | Ɛ̃̀, mèfɔ́. | I'm fine, thanks. |
| Komla: | Ɖèvɪ́ǎwó hǎ́ fɔ̀à? | How are the children? |
| Akuwa: | Ɛ̃̀, wɔfɔ́. | They're fine. |
| Komla: | Ŋ́kɔwò dɛ̀? | What's your name? |
| Akuwa: | Ŋ́kɔnyè yɛnyɛ̀ Àkúwā. | My name is Akuwa. (wed) f. |

| | |
|---|---|
| à | aha! |
| dzi | to give birth to |
| wɔdzi | they gave birth to |
| wɔdziwò | they gave birth to you (sg) |
| Kúdágbè | Wednesday |

Komla: Ã́, Kúdágbè wɔdzìwòà? Aha, you were born on Wednesday?

Akuwa: Ɛ̃̀. Yes.

| | |
|---|---|
| nyó | to be good/nice/OK |
| ŋ(ú)tɔ́ | very |

Komla: Ényó ŋ́tɔ́. That's very nice.

Notes:

[1]Ewe children are named according to the day of the week they are born on (See Unit II - Supplementary Vocabulary.)

## Dialogue D

| | | |
|---|---|---|
| **Kofi:** | Móni! | Morning! |
| | sèè | expression of concurrence |
| **Yawa:** | Móni sèè. | Morning! |
| **Kofi:** | Mièfɔ́ nyúíéà? | How are you? |
| **Yawa:** | Ɛ̃̀, míéfɔ́. | We're fine, thanks. |
| | mià ŋkó | your (pl.) name |
| **Kofi:** | Mià ŋkó dé? | What are your names? |
| | xɔ̃̂ | friend |
| | xɔ̃nyè | my friend |
| **Yawa:** | Ŋkónyè yénye Yáwā. | My name is Yawa. My friend's |
| | Xɔ̃nyè há ŋkó yénye Yáwā. | name is Yawa too. |
| | wódzìmi | they gave birth to you |
| | Yáwódáɡbè | Thursday (sg.) |
| **Kofi:** | Ã̀, Yáwódáɡbè wódzìmià? | Aha, you were born on Thursday? |
| | ényó | it is nice |
| | ményó ò | it isn't nice |
| | ményóà | isn't it nice? |
| **Yawa:** | Ɛ̃̀, ményóà? | Yes, isn't that nice? |
| **Kofi:** | Ɛ̃̀, ényó. | Yes, it's fine. |

## Dialogue E

| | |
|---|---|
| èdzèsí | you (sg.) know |
| mèdzèsí ò | you (sg.) don't know |
| mèdzèsíà | don't you (sg.) know |
| dètùgbùí yāwó | these young ladies |

Kofi: Ényó, Kòmlá, mèdzèsí dètùgbùí yāwóà?
Well, Kòmla, don't you know these young ladies?

| | |
|---|---|
| mèdzèsíwó | I know them |
| nyèmédzèsíwó ò | I don't know them |
| wó ŋkó | their name |

Komla: Ò, nyèmédzèsíwó ò. Wó ŋkó dé?
No, I don't know them. What are their names?

| | |
|---|---|
| wóàmèvèà kátā | both |
| wóàmèvèà kátā ŋkó | both's name |

Kofi: Wóàmèvèà kátā ŋkó yénye Yáwā.
Both of them are named Yawa.

Komla: À, Yáwódá gbè wódzì wóàmèvèà kátāà?
Aha, both of them were born on Thursday?

Kofi: Ẽ̀.
Yes.

Komla: Ényó ŋtó.
Very good.

Notes:

Object Pronouns:

/wódzìm 'They gave birth to me.'
/wódzìwò/ 'They gave birth to you.'
/wódzìì/ 'They gave birth to him, her, it.'
/wódzìmí/ 'They gave birth to us.'
/wódzìmì/ 'They gave birth to you (pl).'
/wódzìwó/ 'They gave birth to them.'

| | singular | plural |
|---|---|---|
| 1st person | -m̀ | -mí |
| 2nd person | -wò | -mì |
| 3rd person | -è* | -wó |

/ɖù/ 'to eat'
/wóɖùì/ 'They ate it'

/nò/ 'to drink'
/wónòì/ 'They drank it.'

/dzì/ 'to give birth to'
/wódzìì/ 'They gave birth to.

/ʃlè/ 'to buy'
/wóʃlìì/ 'They bought it.'

/nyà/ 'to pursue'
/wónyɛ̀/ 'They pursued him.'

/tá/ 'to draw'
/wótɛ̀/ 'They drew it.'

/lũ/ 'to shave'
/wólũĩ/ 'They shaved it.'

/ɖɔ́/ 'to send'
/wóɖɔ́ɛ̀/ 'They sent him.'

*The abstract underlying form of the third person singular is generally considered to be /-è/ and is often written this way in the orthography. Note, however, that the actual sound is determined by the sound of the preceding vowel, i.e. /-e-/

1. becomes /-ì/ after /u/, /o/, /i/, or /e/. In the last case, the preceding /e/ also becomes /i/.

2. becomes /-ɛ̀/ after /ɔ/.

3. contracts with a preceding /a/ to form /$\overset{x}{\varepsilon}$/, where
   a. x=low, if /a/ has low tone.
   b. x=high low, if /a/ has high tone.
4. is nasalized after a nasal sound.

Possessive Pronouns:

| | | | |
|---|---|---|---|
| /ŋkónyè/ | | /míá ŋkó/ | 'our name' |
| /nyè ŋkó/ | 'my name' | | |
| /ŋkówò/ | | /mìà ŋkó/ | 'your (pl) name |
| /wò ŋkó/ | 'your name' | | |
| /éŋkó/ | 'his, her, its name' | /wó ŋkó/ | 'their name' |

| | singular | plural |
|---|---|---|
| 1st person | nye | míá |
| 2nd person | wo | mìà |
| 3rd person | é- | wó |

Except for the possessive pronouns of the first and second persons singular, the possessive always prededes the possessed noun.

The possessive pronouns of the first and second persons singular normally follow the possessed noun if the latter is

1. a kinship term: /tónyè/ 'my father'
   /nòwo/ 'your mother'
2. /x̃o / 'a friend': /x̃ónye/ 'my friend
   /x̃owo/ 'your friend'

and in a few other cases to be noted later.

Otherwise, the possessive pronouns of the first and second persons singular may either precede or follow the possessed noun. Both have low tone when they follow the possessed noun, but low high tone when they precede it.

## Supplementary Vocabulary

Days of the week and associated names:

| Days of the week | | Male Names | Female Names |
|---|---|---|---|
| Kɔ̀síɖágbè | 'Sunday' | Kɔ̀sí | Àkósíwá |
| Dzɔ́ɖágbè | 'Monday' | Kɔ̀dzɔ́ | Àdzówá |
| Blǎɖágbè | 'Tuesday' | Kɔ̀mlá | Àblá |
| Kúɖágbè | 'Wednesday' | Kɔ̀kú | Àkúwā |
| Yáwóɖágbè | 'Thursday' | Yàwò | Yáwā |
| Fíɖágbè | 'Friday' | Kòfí | Àfíwā |
| Mémlíɖágbè | 'Saturday' | Kɔ̃mì | Àmā |

## Grammatical Drill

Patterned Response Drill:
Respond with the pattern given in the example, substituting for the underlined form(s) and changing the word order where necessary.

1. Substitute the appropriate form of the subject pronoun.

| | | |
|---|---|---|
| Example: | Èdzesi afeto yaa? | Ẽ, medzesii. |
| Drill: | Édzesi afeto yaa? | Ẽ, édzesii. |
| | Mìedzesi afeto yaa? | Ẽ, míedzesii. |
| | Míedzesi afeto yaa? | Ẽ, mìedzesii. |
| | Togbui dzesi afeto yaa? | Ẽ, édzesii. |
| | Nɔviwowo dzesi afeto yaa? | Ẽ, wodzesii. |
| | Wodzesi afeto yaa? | Ẽ, wodzesii. |

In the following drills, substitute the appropriate form of the object pronoun.

2. Example: Mèdzesi ɖetugbui yawoa? O, nyemedzesiwó o.
   Drill: Mèdzesi afeto yaa? O, nyemedzesii o.
   Mèdzesima? O, nyemedzesiwò o.
   Mèdzesimía? O, nyemedzesimì o.

| | | |
|---|---|---|
| | Mèdzesiwóa? | O, nyemedzesiwó o. |
| | Mèdzesí ɖeviawoa? | O, nyemedzesiwó o. |
| | Mèdzesiia? | O, nyemedzesii o. |
| 3. Example: | Édzesi srɔ̃woaa? | Ẽ, édzesii. |
| Drill: | Édzesiia? | Ẽ, édzesii. |
| | Édzesi ɳɔviwowoa? | Ẽ, édzesiwó. |
| | Édzesimía? | Ẽ, édzesimì. / Ẽ, édzesimí. |
| | Édzesiwóa? | Ẽ, édzesiwó |
| | Édzesiwòa? | Ẽ, édzesim. |
| | Édzesima? | Ẽ, édzesiwò. |
| | Édzesimìa? | Ẽ, édzesimí. |
| | Édzesi mamaa? | Ẽ, édzesii. |
| 4. Example: | Ŋkɔnye yenye Akuwa. | Ã, Kuɖagbe wodziwòa? |
| Drill: | Xɔ̃nye ŋkɔ yenye Akuwa. | Ã, Kuɖagbe wodziia? |
| | Ŋkɔnye yenye Akuwa, Xɔ̃nye hã̃ ŋkɔ yenye Akuwa. | Ã, Kuɖagbe wodzimìa |
| | Ŋkɔnye yenye Kɔku. | Ã, Kuɖagbe wodziwòa? |
| | Eŋkɔ yenye Kɔku. | Ã, Kuɖagbe wodziia? |
| | Eŋkɔ yenye Kɔku. Exɔ̃ hã̃ ŋkɔ yenye Kɔku. | Ã, Kuɖagbe wodziwóa? |
| 5. Example: | Eŋkɔ yenye Yawaa? | Ẽ, wodzii Yawoɖagbe. |
| Drill: | Exɔ̃ ŋkɔ yenye Yawaa? | Ẽ, wodzii Yawoɖagbe. |
| | Woamevea Katã̃ ŋkɔ yenye Yawaa? | Ẽ, wodziwó Yawoɖagbe. |
| | Ŋkɔwo yenye Yawaa? | Ẽ, wodzim Yawoɖagbe. |
| | Ŋɔwo ŋkɔ yenye Yawaa? | Ẽ, wodzii Yawoɖagbe. |

In the following drills, substitute the appropriate form of the possessive pronoun, changing the word order where necessary.

| | | |
|---|---|---|
| 6. Example: | Nɔwo ŋkɔ ɖe? | Eŋkɔ yenye Abla. |
| Drill: | Ŋkɔwo ɖe? | Ŋkɔnye yenye Abla / Ŋye ŋkɔ yenye Abla. |
| | Xɔ̃wo ŋkɔ ɖe? | Eŋkɔ yenye Abla. |
| | Eŋkɔ ɖe? | Eŋkɔ yenye Abla. |
| 7. Example: | Exɔ̃ ŋkɔ ɖe? | Exɔ̃ ŋkɔ̀ yenye Kofi. |
| Drill: | Xɔ̃wo nkɔ de? | Xɔ̃nye ŋkɔ yenye Kofi. |
| | Wó xɔ̃ ŋkɔ ɖe? | Wó xɔ̃ ŋkɔ yenye Kofi. |
| | Kɔmla xɔ̃ ŋkɔ ɖe? | Exɔ̃ ŋkɔ yenye Kofi. |
| | Mìa xɔ̃ ŋkɔ ɖe? | Mía xɔ̃ ŋkɔ yenye Kofi. |
| 8. Example: | Èdzesi wó tɔa? | O, nyemedzesi wó tɔ o. |
| Drill: | Èdzesi tɔnyea? | O, nyemedzesi tɔwo o. |
| | Èdzesi mía tɔa? | O, nyemedzesi mía tɔ o. |
| | Èdzesi ɖeviawo tɔa? | O, nyemedzesi wó tɔ o. |
| | Èdzesi wó tɔa? | O, nyemedzesi wó tɔ o. |
| 9. Example: | Wodzii Memliɖagbe. | Ã, eŋkɔ yenye Amaa? |
| Drill: | Wodzim Memliɖagbe. | Ã, ŋkɔwo yenye Amaa? |
| | Wodzimí Memliɖagbe. | Ã, mìa ŋkɔ yenye Amaa? |
| | Wodzi nɔnye Memliɖagbe. | Ã, eŋkɔ yenye Amaa? |
| | Wodziwó Memliɖagbe. | Ã, wó ŋkɔ yenye Amaa? |
| | Wodzi woamevea katã Memliɖagbe. | Ã, wó ŋkɔ yanye Amaa? |

10. Substitute the appropriate day of the week.

| | | |
|---|---|---|
| Example: | Ŋkɔnyɔ yenye Akuwa. | ɖ̃A, Kuɖagbe wodziwòa? |
| Drill: | Ŋkɔnyɔ yenye Abla. | ɖ̃A, Blaɖagbe wodziwòa? |
| | Ŋkɔnyɔ yenye Adzowa. | ɖ̃A, Dzoɖagbe wodziwòa? |
| | Ŋkɔnyɔ yenye Ama. | ɖ̃A, Memliɖagbe wodziwòa? |
| | Ŋkɔnyɔ yenye Afiwa. | ɖ̃A, Fiɖagbe wodziwòa? |
| | Ŋkɔnyɔ yenye Akɔsiwa. | ɖ̃A, Kɔsiɖagbe wodziwòa? |
| | Ŋkɔnyɔ yenye Yawa. | ɖ̃A, Yawoɖagbe wodziwòa? |

Question and Answer Drill:

Answer the question asked you by the instructor. Then ask another student in the class a question based on the same pattern. Continue in this manner until everyone has had a chance to ask and answer a question at least once.

1. Example -- Instructor: Ŋkɔwo ɖe?
   Student: Ŋkɔ ŋye yenye Bob.
   Mía ŋkɔ ɖe?
2. Example -- Instructor: Bob, èdzesi ɖetugbui yawoa?
   Student: ɖ̃É, medzesiwó.
   Mìedzesi afetɔ yaa?

Conservation Drill:

1. Introduce yourself to someone.
2. Introduce two people to each other.

## Unit III
## Where do you come from?
## When did you arrive?

### Dialogue A.

| | | |
|---|---|---|
| | (à)lóké` [1] | how? |
| | àlékéé` [1,2] | how is it? |
| Yawo: | Àlékéé`, mìefɔ́ nyúíéà? | Well, how are you? [3] |
| | wò | you (sq.) [4] |
| Yawa: | Ɛ̃̀, wò hã̀ èfɔ́à? | Fine, how are you? |
| | tsó | to come from |
| | (à)fí | place |
| | kà [2] | what? / which? |
| | (à)fíkà [1] | what place? / where? |
| Yawo: | Ɛ̃̀, mèfɔ́. Fíkã̄ mìètsó`? [1] | I'm fine, thanks. Where do you come from? |
| Yawa: | Mietso Kpalimè. | We come from Kpalime. |
| | vá ɖó | to arrive |
| | ɛ̀kàyí` [1] | when? |
| Yawo: | Ɛ̀kàyí mìèvá ɖó` ? [1] | When did you arrive? |
| | égbè | today |
| Yawa: | Míévá ɖó égbè. | We arrived today. |
| Yawo: | Ényó ŋtɔ́. Mìà ŋkɔ́ ɖé? | Very good. What are your names? |
| Yawa: | Ŋkɔ́nyè yéŋyé Yáwã̄. | My name is Yawa. |
| | Xɔ̃nyè hã̀ ŋkɔ́ yényé Yáwã̄. | My friend's name is Yawa too. |

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Yawo: Ã, Yáwódágbè wódzìmìà?. Aha, ycu were born on Thursday?

Yawa: È. Yes.

| | nyè | I / me [4] |
|---|---|---|
| Yawo: | Ènyò nútɔ́. Wódzì nyè hã́ Yáwódágbè. | Very good. I was born on Thursday too. |

Notes:

| | |
|---|---|
| /ɣèkàɣí/ | 'when?' |
| /ɣèkàɣí mìèvá dɔ́/ | 'When did you arrive?' |
| /àléké / | 'how?' |
| /aleké yé/ | 'How is it?' |
| /kà/ | 'what, which?' |
| /afíkà/ | 'what place?, where?' |
| /afíkã mìètsɔ́/ | "Where do you come from?' |

Note that a question containing a question word (e.g. 'which?', 'what?', 'where?', 'when?') always ends with low tone. If the last syllable of the question does not have inherent low tone, a low tone is added.

The base forms of the question words are those found in non-final position (e.g. /ɣèkàɣí .../, /aléké .../, / ... kã.../). When final (e.g. in islation), those ending in high tone add the low question tone (See above), but in those ending in mid tone, the mid tone is replaced by the low question tone.

2 /kòfí yé/ } 'It's Kofi.'
/kòfíá/ }

/dèviáwó yé/ }
/dèviáwóé/ } 'It's the children.'

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/àlékó yé/
/àlékéé/ 'How is it?'

The above sentence type consists of a predicate followed by a subject. The predicate consists of a noun phrase or question word; the subject consists of a third person singular pronoun of the form /yé/ (See Unit III - A, Note 4.) or /-é/ (See Unit I - B, Subject Pronouns.)

3 Literally: 'How is it, did you (pl.) get up well?'

4 Independent Pronouns:

/nyè hã́ mèfɔ́/ 'I got up too' /míáwó hã́ míéfɔ́/ 'we got up too'
/wò hã́ èfɔ́/ 'you (sg.) got up too' /mìàwó hã́ mìèfɔ́/ 'you (pl.) got up too'
/yé hã́ fɔ́/ 'he got up too' /wóáwó hã́ wófɔ́/ 'they got up too'

| | singular | plural |
|---|---|---|
| 1st person | nyè | míáwó |
| 2nd person | wò | mìàwó |
| 3rd person | yé | wóáwó |

The independent pronouns are used when the pronoun is to be emphasized. They may be used as either subject or object. As subject, they do not directly precede the verb, but are separated from it, e.g. by /hã/ in the third person singular and /hã/ + the corresponding subject pronoun in the other persons.

Dialogue B.

Komla: Mìèdzèsí dètùgbùí yawóà? Do you know these young ladies?

míédzèsí we know
mímédzèsí ò we don't know
tówó tribesmen / citizens
fíka tówó citizens of what place?

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Kofi: Ò, mímédzèsíwó ò. Fík̃ tɔ́wɔ́ wónyé̋? — No, we don't know them. What country are they from?

Ámérík̀à-tɔ́wó — citizens of America
tsɔ̀ — yesterday/tomorrow
tsɔ̀ fì ɛ̃̀ — yesterday evening

Komla: Ámérík̀à-tɔ́wó wónyé. — They're Americans.
Wóvá dɔ́ tsɔ̀ fì ɛ̃̀. — They arrived yesterday evening.

Kofi: Énɔ́ ɳútɔ́. Àlókɛ́é̋; mìèfɔ̃́ nyúíéà? — Very good. Well, how are you?

Jane: È, míéfɔ̃́. Mìàwò hɑ̃́ mìèfɔ̃́à? — We're fine, thanks. How are you?

Kofi: È̃, míéfɔ̃́. — We're fine.

Notes:

Negative:

/dèvíáwó fɔ̃́/ — 'The children got up.'
/dèvíáwó méfɔ̃́ ò/ — 'The children didn't get up.'

/dèvíáwó fɔ̃́à/ — 'Did the children get up?'
/dèvíáwó méfɔ̃́à/ — 'Didn't the children get up?'

The negative is formed by placing /mé-/ after the subject and before the predicate, and, <u>except in yes - no questions</u>, /ò/ at the end of the sentence.

/nyèméfɔ̃́ ò/ 'I didn't get up' /míméfɔ̃́ ò/ 'we didn't get up'
/mèfɔ̃́ ò/ 'you (sg.) didn't get up' /mìméfɔ̃́ ò/ 'you (pl.) didn't get up'
/mɛ́fɔ̃́ ò/ 'he didn't get up' /wóméfɔ̃́ ò/ 'they didn't get up'

## Dialogue C.

| | | |
|---|---|---|
| Bob: | Ŋdɔ́! | Good afternoon! |
| Kɔdzo: | Ŋdɔ́, èfɔ̀a? | Good afternoon, how are you? |
| Bob: | È, mèfɔ́. | I'm fine, thanks. |
| Kɔdzo: | Fíka tɔ́wó nènyé`.[1,2] | What country are you from? |
| Bob: | Ámeríkà tɔ́wó mènyé.[1,2] | I'm an American. |
| Kɔdzo: | Ényó ŋɪtɔ́. Yèka, í nèvá ɖó`?[2] | Very good. When did you arrive? |
| Bob: | Mèvá ɖó Mémlɪ́ɖágbè. | I arrived Saturday. |
| Kɔdzo: | Ŋkɔ́wò ɖé? | What's your name? |
| Bob: | Ŋkɔ́nyè yénye Bɔ̀b. | My name is Bob. |

[1] /tɔ́wó/ 'tribesmen, citizens' is used in the plural even when it refers to only one person.

[2] With the exception of sentences with /ɖé/ (See Unit I - A2, Note 2) and the sentence type described in Unit III - B, Note 1, all of the sentences treated so far have had the basic word order subject + predicate, e.g. in /mɪ́étsó Kpálɪ́mè/ 'We come from Kpalime.' /mɪ́é-/ 'we' is the subject and /tsó Kpálɪ́mè/ 'come from Kpalime' is the predicate.

An element other than the subject may precede the subject if it is the logical topic of discourse. Three instances of this are found in the following examples:

1. In questions beginning with question words, the latter precede the subject.

/yèkàyí nèvádó/ 'When did you arrive?'
/fíkā tɔ́wó nènyé`/ literally: 'What place's citizens are you?'

2. In affirmative yes-no questions with an expression of time or place, the latter precedes the subject if it is the topic of discourse (but not if the verb is /lè/ 'to be' -- see Unit III - E).

/Kúɖágbè wódzɪwòà/ 'You were born on Wednesday?'

3. In affirmative sentences with /nyé/ 'to be', the predicate noun phrase precedes the subject if it is the topic of discourse:

/Amérĭkà tɔ́wɔ́ mènyé/ 'I'm an American.'

---

/èvá ɖɔ́ Mémlĭɖágbè/ 'You (sg.) arrived Saturday.'
/ɣèkàɣí nèvá ɖɔ́`/ 'When did you (sg.) arrive?'

/étsó Lòmè/ 'He comes from Lome.'
/fĭkā̀ wòtsó`/ 'Where does he come from?'

When, in the affirmative, an element other than the subject precedes the subject pronouns of the second or third persons singular, /è-/ 'you (sg.)' is replaced by /nè-/ and /é-/ 'he, she, it' is replaced by /wò-/. In some dialects /nè-/ may also be used initially, in which case it is considered somewhat more formal than /è-/.

Dialogue D.

| | | |
|---|---|---|
| Kɔdzo: | Àlékéé, Kòmlá, èdzèsí àfétɔ́ yāà? | Well, Komla, do you know this gentleman? |
| Komla: | Ò, nyèmédzèsíì ò. Fíkā wòtsɔ̀? [1] | No, I don't know him. Where does he come from? |
| Kɔdzo: | Étsɔ́ Amérikà. | He comes from Amerika. |
| Komla: | ɣèkàɣí wòvá dɔ̀? [1] | When did he arrive. |
| Kɔdzo: | Éva dɔ́ Mémlídágbè. | He arrived Saturday. |
| Komla: | Ényɔ́ ŋtɔ́. Éŋkɔ́ dé? | Very good. What's his name? |
| Kɔdzo: | Bɔ̂b. | Bob. |
| Komla: | Lékéé, Bɔ̂b, èfɔ̃ nyúíéà? | Well, Bob, how are you? |
| Bob: | Ɛ̀, mèfɔ̃. Wò hā èfɔ̃à? | I'm fine thanks. How are you? |
| Komla: | Ɛ̀, mèfɔ̃ nyúíé. | I'm fine, thanks |

Notes:

[1] See Unit III - C, Note 2.

## Dialogue E.

| | | |
|---|---|---|
| | dèkáḱpūī | young man |
| Kɔsi: | Dèkáḱpūī, fíkā nètsɔ̀? | Young man, where do you come from? |
| Kɔmla: | Métsɔ́ Lɔ̀mè. | I come from Lome. |
| Kɔsi: | ɖèkàí nèvá ɖɔ̀? | When did you arrive? |
| Kɔmla: | Mèvá ɖɔ́ Fíɖágbě. | I arrived Friday. |
| | dzè | to lodge/to put up |
| Kɔsi: | Fíkā nèdzè? | Where have you put up? |
| | gbèɖe | blacksmith |
| | gbɔ́ | side/vicinity |
| | gbèɖé gbɔ́ | at the blacksmith's[1] |
| Kɔmla: | Mèdzè gbèɖé gbɔ́. | I've put up at the blacksmith's |
| | lè | to be[2] |
| | mɔ́gā | main street |
| | dzí | surface |
| | mɔ́gā dzí | on the main street[1] |
| Kɔsi: | Mélè mɔ́gā dzíà? | Isn't that on the main street? |
| Kɔmla: | Ɛ̀. | Yes. |

Notes:

1 /gbèɖé gbɔ́/ 'at the blacksmith's'
(literally: 'the blacksmith's vicinity')
/mɔ́gā dzí/ 'on the main street'
(literally: 'the main street's surface')
Ewe nouns of place (e.g. /gbɔ́/ 'side, vicinity', /dzí/ 'surface') are often translated into English as prepositions.

2 /Ámériká tɔ́wó mènyé/ 'I'm an American.'
/Ŋkɔ́nyè yényé Àkúwā/ 'My name is Akuwa.'
/élè mɔ́gā dzí/ 'It's on the main street.'
/ɔ́lɔ̀ nyúíɔ́/ 'He's well.'
The verb /nyé/ answers the questions: 'who is?', 'what is?'.
The verb /lè/ answers the questions: 'where is?', 'when is?', 'how is?'.

Ewe

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## Grammatical Drill

Transformation Drill:

Put the following sentences into the negative.

| | |
|---|---|
| Examples: Ðeviawo fɔ̃. | Ðeviawo mefɔ̃ o. |
| Ðeviawo fɔ̃a? | Ðeviawo mefɔ̃a? |
| Mefɔ̃. | Nyemefɔ̃ o. |
| 1. Metso Lome. | Nyemetso Lome o. |
| Ðetugbui yawo tso Lome. | Ðetugbui yawo metso Lome o. |
| Tɔnye tso Lome. | Tɔnye metso Lome o. |
| Étso Lome. | Métso Lome o. |
| Míetso Lome. | Mímetso Lome o. |
| Wotso Lome. | Wometso Lome o. |
| 2. Medzesii. | Nyemedzesii o. |
| Èdzesii. | Mèdzesii o. |
| Édzesii. | Médzesii o. |
| Mama dzesii. | Mama médzesii o. |
| Míedzesii. | Mímedzesii o. |
| Wodzesii. | Womedzesii o. |
| Abla dzesii. | Abla médzesii o. |
| Mìedzesii | Mìmedzesii o. |
| 3. Mìedzesi ɖetugbui yawoa? | Mìmedzesi ɖetugbui yawoa? |
| Srɔ̃woa dzesi ɖetugbui yawoa? | Srɔ̃woa medzesi ɖetugbui yawaa? |
| Míedzesi ɖetugbui yawoa? | Mímedzesi ɖetugbui yawoa? |
| Èdzesi ɖetugbui yawoa? | Mèdzesi ɖetugbui yawoa? |
| Nɔviwòwo dzesi ɖetugbui yawoa? | Nɔviwòwo medzesi ɖetugbui yawoa? |
| Édzesi ɖetugbui yawoa? | Médzesi ɖetugbui yawoa? |

Mèdzesi ɖetugbui yawoa? — Nyemedzesi ɖetugbui yawoa?

Wodzesi ɖetugbui yawoa? — Womedzesi ɖetugbui yawoa?

4. Èfɔ̃ nyuiea? — Mèfɔ̃ nyuiea?

Ɖeviawo hã̀ fɔ̃ nyuiea? — Ɖeviawo hã̀ mefɔ̃ nyuiea?

Wofɔ̃ nyuiea? — Womefɔ̃ nyuiea?

Mìawo hã̀ mìefo nyuiea? — Mìawo hã̀ mìmefo nyuiea?

Tɔgbui fɔ̃ nyuiea? — Tɔbui méfɔ̃ nyuiea?

Éfɔ̃ nyuiea? — Méfɔ̃ nyuiea?

Patterned Response Drill:

Respond with the pattern given in the example, substituting for the underlined form(s).

In the following drills, substitute the appropriate form of the independent pronoun.

1. Example: Wodzim Yawoɖagbe. — Wodzi nye hã̀ Yawoɖagbe.

   ɣekaɣi wodziwò?

   Drill: ɣekaɣi wodzi nɔviwowo? — Wodzi woawo hã̀ Yawoɖagbe.

   ɣekaɣi wodzi nɔwo? — Wodzi ye hã̀ Yawoɖagbe.

   ɣekaɣi wodzimì? — Wodzi míawo hã̀ Yawoɖagbe.

   ɣekaɣi wɔdziwò? — Wodzi nye hã̀ Yawoɖagbe.

2. Example: Nɔnye ŋkɔ yenye Yawa. — À, Yawoɖagbe wódzi ye hã́a?

   Drill: Ŋkɔnye yenye Yawa. — À, Yawoɖagbe wódzi wo hã́a?

   Xɔnye ŋkɔ yenye Yawa. — À, Yawoɖagbe wódzi ye hã́a?

| | |
|---|---|
| Ŋkɔnye yenye Yawa. | Ã, Yawoɖagbe wódzi mìawo haa? |
| Xɔ́nye ŋkɔ yenye Yawa. | |
| Woamevea katã ŋkɔ yenye Yawa. | Ã, Yawaɖagbe wódzi woawo hãa? |

In the following drills, substitute the appropriate form of the independent pronoun, and where necessary, the corresponding form of the subject pronou .

| | | |
|---|---|---|
| 3. Example: | Afetɔ ya tso Amerika. Fika mìetso? | Míawo hã́ mìetso Amerika. |
| Drill: | Fika nètso? | Nye hã́ mətso Amerika. |
| | Fika xɔ̃wò tso? | Ye hã́ tso Amerika. |
| | Fika ɖetugbui yawo tso? | Woawo hã́ wotso Amerika. |
| | Fika mìetso? | Míawo hã́ míetso Amerika. |
| 4. Example: | Amerika-tɔwo wónye. | Ã, Amerika woawo hã́ wotsoa? |
| Drill: | Amerika-tɔwo ɖetugbui yawo nye | Ã, Amerika woawo hã́ wotsoa? |
| | Amerika-tɔwo Bob nye. | Ã, Amerika ye hã́ tsoa? |
| | Amerika-tɔwo wònye. | Ã, Amerika ye hã́ tsoa? |
| | Amerika-tɔwo míenye, | Ã, Amerika mìawo hã́ mìetsoa? |
| | Amerika tɔwo menye. | Ã, Amerika wo hã́ ne tsoa? |

In the following drills, substitute the appropriate form of the subject pronoun.

| | | |
|---|---|---|
| 5. Example: | Fika tɔwo kɔmla nye? | Togo tɔwo wònye |
| Drill: | Fika tɔwo afetɔ"ya nye? | Togo tɔwo wònye. |
| | Fika tɔwo nenye? | Togo tɔwo menye. |
| | Fika tɔwo ɖetugbui yawo nye | Togo tɔwo wónye. |
| | Fika tɔwo xɔ̃wo nye? | Togo tɔwo wònye |
| | Kika tɔwo mìe nye? | Togo tɔwo míenye. |

| | | |
|---|---|---|
| 6. Example: | Metso Kpalime. | ɬeka ɬi neva ɖo? |
| Drill: | Afetɔ ya tso Kpalime. | ɬeka ɬi wòva ɖo? |
| | Metɔo Kpalime. | ɬeka ɬi nava ɖo? |
| | Míetso Kpalime. | ɬeka ɬi miòva ɖo? |
| | Ɓetugbui yawo tso Kpalime. | ɬeka ɬi wóva ɖo? |
| | Xɔ̃nye tso Kpalime. | ɬeka ɬi wòva ɖo? |

| | | |
|---|---|---|
| 7. Example: | Meva ɖo egbe. | Fika miedze? |
| | Míeva ɖo egbe. | Fika mìedze? |
| | Kɔdzo va ɖo egbe. | Fika wòdze? |
| | Nɔviwowo va ɖo egbe. | Fika wódze? |
| | Meva ɖo ebge. | Fika nedze? |
| | Xɔ̃nye va ɖo egbe. | Fika wòdze? |

In the following drills, substitute the appropriate form of the subject pronoun + the negative prefix.

8. Example: Èdzesi afetɔ yaa? O, Nyemedzesii o.

Drill: Kofi dzesi afetɔ yaa? O, médzesii o.

Nye hã medzesi afetɔ yaa? O, mèdzesii o.

Nɔviwowo dzesi afetɔ yaa? O, womedzesii o.

Tɔwo dzesi afetɔ yaa? O, médzesii o.

Èdzesi afetɔ yaa? O, nyemedzesii o.

Mìedzesi afetɔ yaa? O, mímedzesii o.

Míedzesi afetɔ yaa? O, mìmedzesii o. / O, mímedzesii o.

9. Example: Gbede gbɔ nedzea? O, nyemedze gbede gbɔ o.

Drill: Gbede gbɔ wódzea? O, wómedze gbede gbɔ o.

Gbede gbɔ wòdzea? O, médze gbede gbɔ o.

Gbede gbɔ nedzea? O, nyemedze gbede gbɔ o.

Gbede gbɔ mìedzea? O, mímedze gbede gbɔ o.

Gbede gbɔ Kofi dzea? O, médze gbede gbɔ o.

10. Example: Mìmetso Lomea? O, mímetso Lome o.

Drill: Srɔ̃woa metso Lomea? O, métso Lome o.

Métso Lomea? O, métso Lome o.

Wɔ hã mètso Lomea? O, nyemetso Lome o.

Mìmetso Lomea? O, mímetso Lome o.

Detugbui yawo metso Lomea? O, wometso Lome o.

11. Example: Mìmedzesi ɖetugbui yawoa? — O, mímedzesiwó o.

Drill:

Mímedzesi ɖetugbui. — O mìmedzesiwó o. / O mímedzesiwó o.

Nyemedzesi ɖetugbui yawoa? — O, mèdzesiwó o.

Nyemedzesi ɖetugbui yawoa? — O, mèdzesiwo o.

Wo hã mèdzesi ɖetugbui yawoa? — O, nyemedzesiwó o.

Mìawo hã mìmedzesi ɖetugbui yawoa? — O, mímedzesiwó o.

Mama médzesi ɖetugbui yawoa? — O, médzesiwó o.

Nɔviwowo medzesi ɖetugbui yawoa? — O, womedzesiwó o.

Médzesi ɖetugbui yawoa? — O, médzesiwó o.

12. Example: Amerika tɔwo wònye — A, métso Fransea?

Drill:

Amerika tɔwo menye. — A, mètso Fransea?

Amerika tɔwo Bob nye. — A, métso Fransea?

Amerika tɔwo mínye. — A, mìmetso Fransea?

Amerika tɔwo wònye. — A, métso Fransea?

Amerika tɔwo wónye. — A, wometso Fransea?

Question and Answer Drill:

Answer the question asked you by the instructor. Then ask another student in the class a question based on the same pattern. Continue in this manner until everyone has had a chance to ask and answer a question at least once.

1. Example-- Instructor: Fika Yawa tso?

Student: Étso Kpalime.

Fika Kɔmla tso:

2 Example-- Instructor: Ɣekaɣi neva ɖo?

Student: Meva do Fiɖagbe.

Ɣekaɣi ɖetugbui yawo va ɖo?

3.k Example-- Instructor: Fika tɔwo Bob nye?

Student: Amerika tɔwo wònye

Fika tɔwo mìenye?

Conversation Drill:

1. Introduce yourself to someone. Ask him where he's from and when he arrived.

2. Introduce a Peace Corps Volunteer to an Ewe. Explain that he's from America and that he arrived yesterday.

## Unit IV What kind of work do you do?

### Dialogue A

| | | |
|---|---|---|
| Kɔsi: | Ɖèkákpūī, fíkā̀ nètsô? | Young man, where do you come from? |
| Kɔmla: | Mètsó Lòmè. | I came from Lome. |
| Kɔsi: | Ɣèkàɣí nèvá ɖô? | When did you arrive? |
| Kɔmla: | Mèvá ɖó Fíɖágbè. | I arrived Friday. |
| Kɔsi: | Wòézɔ̀ | Welcome |
| Kɔmla: | Yòó | Thank you.[1] |

| | |
|---|---|
| ɖɔ́ | work |
| ɖɔ́ kà | what (kind of) work |
| wɔ̀ | to do/to make |
| ɖɔ́ kā̀ nèwɔ̀ | what (kind of) work did you do? |
| ɖɔ́ kà nèwɔ̀nà | what (kind of) work do you do? |

| | | |
|---|---|---|
| Kɔsi: | Ɖɔ́ kā̀ nèwɔ̀nà? | What kind of work do you do? |
| | bríklà[2] | mason |
| Kɔmla: | Bríklà mènyé. | I'm a mason. |

Notes:

[1] /yòó/ is translated as 'O.K.' in most contexts.

[2] From the English: bricklayer.

Dialogue B

| | | |
|---|---|---|
| Edward: | Mɔ́nì, tɔ́gbúí.[1] | Good morning, chief. |
| Togbui: | Mɔ́nì, èfɔ̀a? | Good mornigg, how are you? |
| Edward: | Ɛ̃̀, mèfɔ̃́. | I'm fine, thnaks. |
| Togbui: | Fíkā tɔ́wó nènyɛ̃̀? | What country are you from? |
| Edward: | Áméríkà tɔ́wó mènyé. | I'm an American. |
| Togbui: | Dɔ́ kā nèwɔ̀nà? | What kind of work do you do? |
| | núfíálá | teacher |
| Edward: | Núfíálá mènyé. | I'm a teacher. |
| | ɔ́ɔ̀ | oh! |
| Togbui: | Ɔ́ɔ̀! Ényɔ́ ŋ̀tɔ́. Ŋ̀kɔ́wɔ̀ ɖé? | Oh! Very good. What's your name? |
| Edward: | Ŋ̀kɔ́nyè yénye Édwàrd. | My name is Edward. |
| | fíá | to teach |
| | (è)nú[2] | thing |
| | núkà | what thing?/ what? |
| | núkā nèfíà | what did you(sg) teach? |
| | núkā nèfíánâ | what do you (sg) teach? |
| Togbui: | Núkā nèfíánâ ? | What do you teach? |
| | mèfíá | I taught |
| | mèfíáná | I teach |
| | Ŋ̀lísìgbè | English |
| Edward: | Mêfíáná Ŋ̀lísìgbè. | I teach English. |

(à)mè — person/ human being

wɔ̀ àmè — to be kind[3]

híã́ — to need

Tɔgbui: Ényɔ́ ŋ̩tɔ́. Èwɔ̀ àmè ŋ̩tɔ́. Míéhíã́ núfíálá. — Very good. You're very kind. We need teahers.

vá — to come

mèváà — didn't you(sg) come?

màváà — won't you(sg) come?

dù — to eat

míédù nú — we ate[4]

míádù nú — we will eat[4]

T. continues:
Ényɔ́. Lékéè, Édwàrd, màvá gbɔ̀nyé tsɔ̀ fíɛ́ míádù núà? — O.K. Well, Edward, won't you come to my place tomorrow evening for dinner?[5]

fàà — sure/ certainly

mèvá — I came

màvá — I will come

bíá — to ask

(è)mɔ́[2] — way/ street/ road

bíà mɔ́ — to ask permission

Edward: È, fàà. Màvá. Mèbíà mɔ́, tɔ́gbúí. — Yes, sure. I'll come. (May) I ask permission (to go), chief?

dógɔ̀ — to meet

míédógɔ̀ — we met

míádógɔ̀ — we will meet

Tɔgbui: Ényɔ́, míádógɔ̀ tsɔ̀. — O.K., see you tomorrow.[6]

Notes:

[1]A chief is addressed with /tɔ́gbúí/ (See Unit I--Supplementary Vocabulary) even if he is a young man.

[2]When spoken in isolation, nouns of one syllable are usually prefixed by /è-/, e.g., /ènú/ 'thing', /èmɔ́/ 'way, street, road', /ènɔ̀/ 'mother', /èxɔ̃́/ 'friend.

If the root of such a noun begins with high tone (e.g. /nú/, /mɔ́/, /xɔ̃́/), the low toned /è-/ prefix contrasts with the final vowel(s)--symbolized /V/--of a preceding verb to form /V̌/, where x = the original tone of /V/.

/bíá/ 'to ask'
/èmɔ́/ 'way, street, road'
/bíà mɔ́/ 'to ask permission' (literally:'to ask for the way)

/fíá/ 'to teach'
/ènú/ 'thing'
/fíà nú/ literally: 'to teach a thing' (See Note 4)

/ɖù/ 'to eat'
/ènú/ 'thing'
/ɖù nú/ literally: 'to eat a thing' (See Note 4)

By analogy, a high toned verb optionally becomes high low before some nouns beginning in high tone which do not have the /è-/ prefix.

/mífétsó Kpálímè/ }
/mífétsô Kpálímè/ } 'We come from Kpalime.'

This also occurs sometimes when the noun is preceded by a high toned word which is not a verb, e.g.:

/wódzì nyè hấ Yáwóɖágbè/ }
/wódzì nyè hã̂ Yáwóɖágbè/ } literally: 'They gave birth to me too on Thursday.'

Except in the above cases, a non-initial /è-/ prefix is simply elided, e.g.:

/ènɔ̀/ 'mother'
/èdzèsí nɔ̀nyèà/ 'Do you know my mother?'

3 /wɔ̀ àmè/ 'to be kind, to be human'
(literally: 'to make a human')
/wɔ̀ tsì/ 'to be watery'
(literally: 'to make water')

In expressions like the above, the verb /wɔ̀/ 'to do, to make' + a following noun is translated into English as 'to be'+ an adjective.

4 /míéɖù nú/ 'We ate' (literally: 'We will eat a thing.'
/míéfíà nú/ 'We taught' (literally: 'We will teach a thing.'

Many verbs translated into English as intransitive verbs are actually transitive in Ewe. If they lack a definite object, they take the indefinite object /nú/ 'thing'.

5 Literally: 'won't you come to my place tomorrow evening (in order that) we should eat?'

6 Literally: 'we will meet tomorrow.'

## Dialogue C

| | | |
|---|---|---|
| Kɔmi: | Àlékéè, Kɔ̀sí, èdzèsí àʃétɔ́ yāà? | Well, Kosi, do you know this gentleman? |
| Kɔsi: | Ò, nyèmédzèsíì ò. | No, I don't know him. |
| Kɔmi: | Núfíálá wònyé. | He's a teacher. |
| Kɔsi: | Óò! Ényó ŋútɔ́. | Oh! Very good. |

| | |
|---|---|
| dzíɖùɖùà | the government |
| éʃé dzíɖùɖùà | his government |
| dɔ́ | to send |
| éfíá | he taught |
| áfíá | he will teach |

| | | |
|---|---|---|
| Kɔmi: | Éʃé dzíɖùɖùà dɔ́ɛ. Áfíá Ŋlísìgbè ɖèvíáwó.[2] | His government sent him. He's going to teach the children English. |

| | | |
|---|---|---|
| | Fràngsêgbè | French |
| Kɔsi: | Áfíá Fràngsêgbè hã wóà?[2] | Is he going to teach them French too? |

| | |
|---|---|
| méfíá ò | he didn't teach |
| máfíá ò | he will not teach |
| kò | only |
| Ŋlísígbè kò wòfíá | he only taught English |
| Ŋlísígbè kò wòáfíá | he will only teach English |

| | | |
|---|---|---|
| Kɔmi: | Ò, máfíáwó Fràngsêgbè ò. Ŋlísígbè kò wòáfíáwó. Áméríkà tɔ́wóé. | No, he's not going to teach them French. He'll only teach them English. He's an American.[3] |

| | |
|---|---|
| éʃé ŋkɔ́[1] | his name |

| | | |
|---|---|---|
| Kɔsi: | Ényó ŋútɔ́. Éʃé ŋkɔ́ ɖé? | Very good. What's his name? |

| | | |
|---|---|---|
| Kɔmi: | Édwàrd. | Edward. |
| Kɔsi: | Àlékéè, Édwàrd, èfɔ̃ nyúíéà? | Well, Edward, how are you? |
| Edward: | È, mèfɔ̃. | I'm fine, thanks. |
| | lòò | interjection for calling someone's attention |
| | mìméváà | didn't you(pl) come? |
| | mìmáváà | won't you(pl) come? |
| | àʃémè | home |
| | míáʃé áʃémè | our home |
| | égbè fíɛ̃ | this evening[3] |
| Kɔsi: | Wòézɔ̃ lòò. Lékéè, Édwàrd--lékéè, Kɔmí, mìmává míáʃé áʃémè égbè fíɛ̃ mìáɖù núà? | Welcome. Well, Edward--well, Komi, won't you come to our house this evening for dinner? |
| | mìèvá | we came |
| | mìává | we will come |
| Kɔmi: | Fãã̀, mìává. | Sure, we'll come. |
| | míágàdógò | we will meet again |
| Kɔsi: | Ényó, míágàdógò. | Good, see you later. |
| Kɔmi: | Yòó. | O.K. |

Notes:

| | |
|---|---|
| [1]/Jóhnsòn ƒé dzíɖùɖùà/ | 'Johnson's government' |
| /éƒé dzíɖùɖùà/ | 'his government' |
| /míáƒé dzíɖùɖùà/ | 'our government' |
| /mìàƒé dzíɖùɖùà/ | 'your(pl) government' |
| /wóƒé dzíɖùɖùà/ | 'their government' |

but:

| | |
|---|---|
| /nyé dzíɖùɖùà/ | 'my government' |
| /wò dzíɖùdùà/ | 'your(sg) government' |

Note that, except for the possessive pronouns of the first and second persons singular, the possessive noun or pronoun always prededes the possessed noun (See Unit II-E, Possessive Pronouns.) and is usually separated from it by the possessive marker /ƒé/.

/ƒé/ is omitted:

1. before nouns of kinship and nationality:
   - /Kòfí nɔ́/ 'Kofi's mother'
   - /wó tɔ́/ 'their father'
   - /Áméríkà tɔ́wó/ 'citizens of America'
   - /fíkā̀ tɔ́wó/ 'citizens of what place'
2. before /xɔ̂̃/ 'friend'
   - /éxɔ̃̄/ 'his friend'
   - /wó xɔ̂̃/ 'their friend'
3. before nouns of place (See Unit II-B, Note 4):
   - /gbèdé gbɔ́/ 'at the blacksmith's' (literally: 'the blacksmith's vicinity)
   - /mɔ́gā́ dzí/ 'on the main street' (literally: 'the main street's surface)
4. in a few other cases to be noted later.

/ʃé/ is optional:

1. before /ŋ̀kɔ́/ 'name':

   /éŋ̀kɔ́/ } 'his name'
   /éʃé ŋ̀kɔ́/ }

2. before /àʃémè/ 'home'

   /mía ʃémè/ } 'our home'
   /míáʃé áʃémè/ }

If a noun beginning with /à/ is prededed by a possessive noun or pronoun with or without /ʃé/, /à/ becomes /á/:

/nyè áʃémè/ 'my home'
/wò áʃémè/ 'your(sg) home'

When directly preceded by /é-/ 'his, her, its', /mía/ 'our' /mìà/ 'your(pl)' or a possessive noun, this /á/ is elided in normal speech:

/éʃémè/ 'his home'
/mía ʃémè/ 'our home'
/mìà ʃémè/ 'your(pl) home'
/núfíálá ʃémè/ 'the teacher's home'

When directly preceded by /wó/ 'their', the /á/ is optionally elided:

/wó áʃémè/ } 'their home'
/wó ʃémè/ }

If /á/ is directly preceded by /ʃé/, the /é/ of /ʃé/ is optionally elided:

/míáʃé áʃémè/ } 'our home'
/míáʃáʃémè/ }

If a noun beginning with /è-/ is preceded by a possessive, the /è-/ is elided (See Unit IV-B, Note 2.):

/éʃé dɔ́/ 'his work'

[2]/áfíá ɲlísìgbè ɖèvíáwó/ 'He's going to teach the children English.'

/áfíá ɲlísìgbèwó/
/áfíáwó ɲlísìgbè/ 'He's going to teach them English.'

The direct object precedes the indirect object if the latter is a noun. If the indirect object is a pronoun, it may either precede or follow the direct object.

[3]Literally: 'It's an American.' See Unit III-A, Note 3.

Future Tense:

/ɖèvíáwó áfɔ̃́/ 'The children will get up.'

The future tense is formed by placing /á-/ 'future tense indicator' before the verb stem and after the subject or, in the negative, after the subject + the negative prefix (the various changes in the pronominal prefixes having already been made--see Unit III-B, Negative).

/màfɔ̃́/ 'I will get up'
/àfɔ̃́/ 'you(sg) will get up'
/áfɔ̃́/ 'he will get up'
/míáfɔ̃́/ 'we will get up'
/mìáfɔ̃́/ 'you (pl.) will get up'
/wóáfɔ̃́/ 'they will get up'
/ɣèkàɲí nàfɔ̃́/ 'When will you(sg) get up?'
/ɣèkàɲí wòáfɔ̃́/ 'When will he get up?'

| | |
|---|---|
| /nyèmáfɔ̃ ò/ | 'I will not get up.' |
| /màfɔ̃ ò/ | 'you(sg) will not get up.' |
| /máfɔ̃ ò/ | 'he will not get up.' |
| /mímáfɔ̃ ò/ | 'we will not get up.' |
| /mìmáfɔ̃ ò/ | 'you(pl) will not get up.' |
| /wómáfɔ̃ ò/ | 'They will not get up.' |
| /ɖèvíáwó máfɔ̃ ò/ | 'the children will not get up.' |

Note the following changes of the pronominal and/or negative prefixes in the future:

1) In the first and second persons plural affirmative, the /e/ of the pronominal prefix is elided.

2) Otherwise, the future tense indicator /á-/ contracts with a preceding /e/ to form /á$^{x}$/, where x = the tone of the preceding /e/. (This applies in the first person singular affirmative, in the second person singular affirmative--in both initial and non-initial forms, in the third person singular affirmative--initial form only and in the entire negative.)

## Grammatical Drill

**Transformation Drill:**

**Put the following sentences in the future.**

| | | |
|---|---|---|
| **Examples:** | Nufiala va ɖo tsɔ. | Nufiala áva ɖo tsɔ. |
| | Éva ɖo tsɔ. | Áva ɖo tsɔ. |
| | Méva ɖo tsɔ o. | Máva ɖo tsɔ o. |
| | ƉekaƔi wòva ɖo? | ƉekaƔi wòava ɖo? |
| 1. | Míeɖu nu egbe fiẽ. | Míaɖu nu egbe fiẽ. |
| | Wóɖu nu egbe fiẽ. | Wóaɖu nu egbe fiẽ. |
| | Éɖu nu egbe fiẽ. | Áɖu nu egbe fiẽ. |
| | Mèɖu nu egbe fiẽ. | Mâɖu nu egbe fiẽ. |
| | Ɖeviawó ɖu nu egbe fiẽ. | Ɖeviawó aɖu nu egbe fiẽ. |
| 2. | Mímeɖu nu o. | Mímaɖu nu o. |
| | Kɔku méɖu nu o. | Kɔku máɖu nu o. |
| | Wómeɖu nu o. | Wómaɖu nu o. |
| | Nyemeɖu nu o. | Nyemaɖu nu o. |
| | Méɖu nu o. | Máɖu nu o. |
| 3. | Éfia Fransegbe hã wóa? | Áfia Fransegbe hã wóa? |
| | Éfia Fransegbe hã wóa? | Áfia Fransegbe hã wóa? |
| | Mìefia Fransegbe hã wóa? | Mîafia Fransegbe hã wóa? |
| | Nufiala fia Fransegbe hã wóa? | Nufiala áfia Fransegbe hã wóa? |
| | Wófia Fransegbe hã wóa? | Wóafia Fransegbe hã wóa? |
| 4. | Méfiawó Fransegbe o. | Máfiawó Fransegbe o. |
| | Mímefiawó Fransegbe o. | Mímafiawó Fransegbe o. |
| | Wómefiawó Fransegbe o. | Wómafiawó Fransegbe o. |
| | Kɔmla méfiawó Fransegbe o. | Kɔmla máfiawó Fransegbe o. |
| | Nyemefiawó Fransegbe o. | Nyemafiawó Fransegbe o. |

5. Ŋlisigbe ko wòfiawó.
   Ŋlisigbe ko mèfiawó.
   Ŋlisigbe ko mífiawó.
   Ŋlisigbe ko wófiawó.
   Ŋlisigbe ko nufiala fiawó.

   Ŋlisigbe ko wọ̀afiawó.
   Ŋlisigbe ko mafiawó.
   Ŋlisigbe ko mífiawó.
   Ŋlisigbe ko wóafiawó.
   Ŋlisigbe ko nufiala afiawó.

6. ƔekaƔi neva ɖo?
   ƔekaƔi wòva ɖo?
   ƔekaƔi wóva ɖo?
   ƔekaƔi tɔgbui va ɖo?
   ƔekaƔi mìeva ɖo?

   ƔekaƔi nava ɖo?
   ƔekaƔi wòava ɖo?
   ƔekaƔi wóava ɖo?
   ƔekaƔi tɔgbui ava ɖo?
   ƔekaƔi mìava ɖo?

7. Srɔ̃woa mevaa?
   Mévaa?
   Wò hã mèvaa?
   Mìmevaa?
   Wòmevaa?

   Srɔ̃woa mavaa?
   Mávaa?
   Wò hã màvaa?
   Mìmavaa?
   Wómavaa?

Pattern Response Drill:

Respond with the pattern given in the example, substituting for the underlined form(s).

In the following drills, substitute the appropriate form of the subject pronoun + the future tense indicator.

1. Example:
   Nufiala áva ɖo egbe fiŋ̃a?  O, áva ɖo tsɔ ŋdi.
   Drill:
   Mìava ɖo egbe fiŋ̃a?  O, míava ɖo tsɔ ŋdi.
   Àva ɖo egbe fiŋ̃a?  O, màva ɖo tsɔ ŋdi.
   Áva ɖo egbe fiŋ̃a?  O, áva ɖo tsɔ ŋdi.
   Wóava ɖo egbe fiŋ̃a?  O, wóava ɖo tsɔ ŋdi.
   Nɔviwòwó ava ɖo egbe fiŋ̃a?  O, wóava ɖo tsɔ ŋdi.
   Xɔ̃wò ava ɖo egbe fiŋ̃a?  O, áva ɖo tsɔ ŋdi.
   Míava ɖo egbe fiŋ̃a?  O, mìava ɖo tsɔ ŋdi./
   O, míava ɖo tsɔ ŋdi.

2. Example:

| | |
|---|---|
| ɣekaɣi brikla ava ɖo? | Áva ɖo tsɔ ŋdɔ. |

Drill:

| | |
|---|---|
| ɣekaɣi màva ɖo? | Àva ɖo tsɔ ŋdɔ. |
| ɣekaɣi míava ɖo? | Mìava ɖo tsɔ ŋdɔ. / Míava ɖo tsɔ ŋdɔ. |
| ɣekaɣi nɔviwòwǫ́ ava ɖo? | Wóava ɖo tsɔ ŋdɔ. |
| ɣekaɣi tɔ́wò ava ɖo? | Áva ɖo tsɔ ŋdɔ. |
| ɣekaɣi nava ɖo? | Màva ɖo tsɔ ŋdɔ. |
| ɣekaɣi wóava ɖo? | Wóava ɖo tsɔ ŋdɔ. |
| ɣekaɣi wòava ɖo? | Áva ɖo tsɔ ŋdɔ. |
| ɣekaɣi mìava ɖo? | Míava ɖo tsɔ ŋdɔ. |

3. Example:

| | |
|---|---|
| Nuka Edward afia ɖeviawó? | Áfiawó Ŋlisigbe. |

Drill:

| | |
|---|---|
| Nuka wóafia ɖeviawó? | Wóafiawó Ŋlisigbe. |
| Nuka nàfia ɖeviawó? | Màfiawó Ŋlisigbe. |
| Nuka mìafia ɖeviawó? | Míafiawó Ŋlisigbe. |
| Nuka wòafia ɖeviawó? | Áfiawó Ŋlisigbe. |
| Nuka míafia ɖeviawó? | Mîafiawó Ŋlisigbe./ Míafiawó Ŋlisigbe. |
| Nuka nufiala afia ɖeviawó? | Áfiawó Ŋlisigbe. |
| Nuka ɖetugbui yawó afia ɖeviawó? | Wóafiawó Ŋlisigbe. |
| Nuka màfia ɖeviawó? | Àfiawó Ŋlisigbe. |

4. Exmmple:

| | |
|---|---|
| Màva Lome tsɔ fiẽ. | ɣekaɣi nava ɖo? |

Drill:

| | |
|---|---|
| Wóava Lome tsɔ fiẽ. | ɣekaɣi wóava ɖo? |
| Tɔgbui áva Lome tsɔ fiẽ. | ɣekaɣi wòava ɖo? |
| Ɖeviawó ava Lome tsɔ fiẽ. | ɣekaɣi wóava ɖo? |
| Màva Lome tsɔ fiẽ. | ɣekaɣi nava ɖo? |
| Míava Lome tsɔ fiẽ. | ɣekaɣi mìava ɖo? |

Kɔdzo áva Lome tsɔ fiẽ. ɣekaɟi wòava ɖo?
Áva Lome tsɔ fiẽ. ɣekaɟi wòava ɖo?

5. Example:
Nye hã màfiawó Ŋlisigbea? O, Fransegbe ko nafiawó.

Drill:
Wò hã àfiawó Ŋlisigbea? O, Fransegbe ko màfiawó.
Ye hã áfiawó Ŋlisigbea? O, Fransegbe ko wòafiawó.
Nye hã màfiawó Ŋlisigbea? O, Fransegbe ko nafiawó.
Afetɔ ya hã áfiawó Ŋlisigbea? O, Fransegbe ko wòafiawó.
Nɔviwòwó hã áfiawó Ŋlisigbea? O, Fransegbe ko wóafiawó.
Wóawó hã wóafiawó Ŋlisigbea? O, Fransegbe ko wóafiawó.
Míawó hã mífiawó Ŋlisigbea? O, Fransegbe kã mìafiawó./
O, Fransegbe ko mífiawó.

In the following drills, substitute the appropriate form of the subject pronoun + the negative prefix + the future tense indicator.

6. Example:
Nye hã màfiawó Ŋlisɛgbea? O, màfiawó Ŋlisigbe o.

Drill:
Mama hã áfiawó Ŋlisigbea? O, máfiawó Ŋlisigbe o.
Míawó hã mífiawó O, mìmafiawó Ŋlisigbe o./
O, mímafiawó Ŋlisigbe o.
Wò hã àfiawó Ŋlisigbea? O, nyemafiawó Ŋlisigbe o.

Ewe

| | |
|---|---|
| Nye hã màfiawó Ŋlisigbea? | O, màfiawó Ŋlisigbe o. |
| Mìawó hã miàfiawo Ŋlisigbea? | O, mímafiawó Ŋlisigbe o. |
| Ðetugbui yawó hã áfiawó Ŋlisigbea? | O, wómafiawó Ŋlisigbe o. |
| Ye hã áfiawó Ŋlisigbea? | O, máfiawó Ŋlisigbe o. |
| Wóawó hã wóafiawó Ŋlisigbea? | O, wómafiawó Ŋlisigbe o. |

7. Example:

| | |
|---|---|
| Mímadu nu egbe fiŧa? | O, mímadu nu o. |
| Drill: | |
| Wómadu nu egbe fiŧa? | O, wómadu nu o. |
| Wò hã màdu nu egbe fiŧa? | O, nyɛmadu nu o. |
| Mìmadu nu egbe fiŧa? | O, mímadu nu o |
| Gbede mádu nu egbe fiŧa? | O, mádu nu o. |
| Mádu nu egbe fiŧa? | O, mádu nu o. |
| Ðeviawó madu nu egbe fiŧa? | O, wómadu nu o. |

Question and Answer Drill:

Answer the question asked you by the instructor. Then ask another student in the class a question based on the same pattern. Continue in this manner until everyone has had a chance to ask and answer a question at least once.

Example -- Instructor: Ɖɔ ka newɔna?
Student: Nufiala mènye.
Ɖɔ ka Kɔmla wɔna?

Ewe

Conversation Drill:

1. Introduce yourself to someone. Ask him where he's from, when he arrived, what his name is, and what he does for a living.

2. Introduce a Peace Corps Volunteer to an Ewe. Explain that he's from America and that he's going to teach English. Tell his name and when he arrived.

## Unit V - Farming

### A. Farming in America

| | |
|---|---|
| àgblèdèláwó | farmers |
| yèvúwó | white men |
| dè | native land |

Kɔsi: Àgblèdèláwó lè yèvúwó dèà?[1] Are there farmers in the land of the white men?

| | |
|---|---|
| zã̀ | in plenty/ in abundance |

Edward: È, àgblèdèláwó lè yèvúwó dè zã̀. Yes, there are pleaty of farmers in the land of the white men.

| | |
|---|---|
| dè | to go to |
| àgblè | farm |
| dè àgblè[2] | to cultivate a farm[3] |
| yèvúwó dè àgblè | white men cultivated farms |
| yèvúwó dènà àgblè[2] | white men cultivate farms |
| àgbèlìgblè | manioc farm |

Kɔsi: Yèvúwó dènà àgbèlìgblèà? Do white men cultivate manioc farms?

| | |
|---|---|
| àgbèlì | manioc |
| àsí | hand |

Edward: Ò, àgbèlì mélè míá sí ò. No, we don"t have manioc.[4]

| | |
|---|---|
| mìméwɔ̀ ò | you(pl) dɑ̃dn't make |
| mìméwɔ̀nà ò | you(pl) don't make |
| gàlí | manioc meal |

Kɔsi: Mìméwɔ̀nà gàlíà? Don't you make manioc meal?

| | |
|---|---|
| mímέ́wɔ̀ ò | we didn't make |
| mímέ́wɔ̀nà ò | we don't make |
| tàpíókà | tapioca |
| nú sìàwó | these things |
| nú sìàwó tsó Áfríkà | these things came from Africa |
| nú sìàwó tsóná Áfríkà | these things come from Africa |

Edward: Ò, mímέ́wɔ̀nà tàpíókà hã́ ò. Nú sìàwó tsóná Áfríkà.

No, we don't make tapioca either. These things come from Africa.

Notes:

[1]Note that when /dè/ 'native land' is the possessed noun in a possessive construction, /ƒé/ 'possessive indicator' is omitted (See Unit IV - C, Note 1).

[2]If a word ending in /è/ or /à/ is followed by a word beginning with /à/, the final vowel of the first word is elided in fast speech, e.g.:

/dè àgblè/ 'to cultivate a farm' becomes /dàgblè/.
/yèvúwó dènà àgblè/ 'white men cultivate farms' becomes /dènàgblè/.

[3]Literally: 'to go to the farm'

[4]Literally: 'manioc is not (in) our hand'

| | |
|---|---|
| /àgbèlì lè yèvúwó sí/ | 'White men have manioc.' |
| /àgbèlì lè àsínyè/ | 'I have manioc.' |
| /àgbèlì lè àsíwò/ | 'You(Sg) have manioc.' |
| /àgbèlì lè ésí/ | 'He has manioc.' |
| /àgbèlì lè míá sí/ | 'We have manioc.' |
| /àgbèlì lè mìà sí/ | 'You(Pl) have manioc.' |
| /àgbèlì lè wó (á)sí/ | 'They have manioc.' |

Ewe

Note that in the expression /lè àsí/ 'to have':

1. /ƒé/ 'possessive indicator is omitted (See Unit IV - C, Note 1.).

2. the possessive pronouns of the first and second persons singular follow the possessed noun /àsí/ (See Unit II - E, Possessive Pronouns.).

## Dialogue 2

àzɪ̀gblèwó — peanut farms

Komi: Àzɪ̀gblèwó lè Ámérikàà? — Are there peanut farms in America?

ànyíéhè — south

Edward: Ɛ̀, àzɪ̀gblèwó lè ànyíéhè. — Yes, there are peanut farms in the South.

lòlò — to be big

Komi: Wólòlòà? — Are they big?

àgblèdèlá — farmer

àgblɛ̀dèlá dɛ̀ká — one farmer

kà — a measure of about 20 sq. meters

kà àlàfá dɛ̀ká — one hundred 'ka'

àbé kà àlàfá dɛ̀ká ènó — about 100 'ka'

Edward: Wólòlò ŋ̀tó. Àgblèdèlá dɛ̀ká dènà àgblè àbé kà àlàfá dɛ̀ká èné. — They're very big. One farmer cultivates a farm of about 100 'ka'.

léké wòwɔ̀t — how did he do it?

léké wòwɔ̀nt — how does he do it?

Komi: Léké wòwɔ̀nt? — How does he do it?

Edward: Machíne lè èsí. — He has a machine.

àhã̀ — aha!

Komi: Àhã́, ényó ŋ̀tó. — Aha, very good.

Notes:

Habitual:

/dɔ́ kā nèwɔ̀/ 'What kind of work have you done?'
/dɔ́ kā nèwɔ̀nà/ 'What kind of work do you (generally) do?

/mèfíá ŋlísígbè/ 'I have taught English.'
/mèfíáná ŋlísìgbè/ 'I (generally) teach English.'

The habitual denotes an action which is performed habitually, which is usual or customary. It is formed by suffixing /-na/ 'habitual indicator' to the verb stem. Note that the tone of /-na/ is the same as the last tone of the preceding verb stem.

Grammatical Drill

Transformation:
Put the following sentences into the habitual:

| | | |
|---|---|---|
| Example: | Nuka wófia? | Nuka wófiana? |
| Drill: | Do ka newɔ? | Do ka newɔna? |
| | Nuka nefia? | Nuka nefiana? |
| | Mèfia ŋlisigbe. | Mèfiana ŋlisigbe. |
| | Èdu galia? | Èduna galia? |
| | Mímewɔ gali o. | Mímewɔna gali o. |
| | Mîmewɔ tapioka hãa? | Mîmewɔna tapioka hãa? |
| | Nu siawó tso Afrika. | Nu siawó tsona Afrika. |
| | Leke wòwɔɛ? | Leke wòwɔnɛ? |

## B. Harvest

### Dialogue 1

| | |
|---|---|
| blìá | the corn |
| tsì | to grow |

Kɔku: Pàpá, èblìá tsì — Papa, the corn has grown (tall).

| | |
|---|---|
| tɔ̀ | possessed thing[1] |
| tɔ̀wò | yours(sg) |
| dzɔ̀ | to be straight/ to be right |
| tɔ̀wò dzɔ̀ | you're right[2] |
| yì | to go |
| nyàtèƒé | really |

Kɔmi: È, tɔ̀wò dzɔ̀. Mèyì àgblè tsɔ̀; étsì nyàtèƒé. — Yes, you're right. I went to the farm yesterday. It has really grown (tall).

| | |
|---|---|
| ŋé | to break/ to reap |
| míéŋí | we reaped it |
| míélè éŋégé | we are going to reap it |

Kɔku: Ɣèkàɣí míélè éŋégê? — When are we going to reap it?

Kɔmi: Míélè éŋégé tsɔ̀. — We're going to reap it tomorrow.

Notes:

[1] /núfíálá tɔ̀/ 'the teacher's'

| | | | |
|---|---|---|---|
| /tɔ̀nyè/ | 'mine' | /míá tɔ̀/ | 'ours' |
| /tɔ̀wɔ̀/ | 'yours(sg) | /mìà tɔ̀/ | 'yours(pl) |
| /ɔ́tɔ̀/ | 'his, hers, its' | /wɔ́ tɔ̀/ | 'theirs' |

Note that with /tɔ̀/ 'possessed thing':

1. /ƒé/ possessive indicator is omitted (See Unit IV - C, Note 1).

2. the possessive pronouns of the first and second persons singular follow the noun (See Unit II - E, Possessive Pronouns.).

[2] Literally: 'yours is right'

## Dialogue 2

| | | |
|---|---|---|
| | míéyì àgblè | we went to the farm |
| | míélè àgblè yìgé | we are going to go to the farm |
| Kɔku: | Míélè àgblè yìgé ègbéà? | Are we going to go to the farm today? |
| | míéyì | we went |
| | míélè yìyìgé | we are going to go |
| | fífílà | immediately |
| Kɔmi: | È, míélè yìyìgé fífílà. | Yes, we're going to go right now. |
| | blìáwó | the corn(pl) |
| | kátã́ | entirely; all |
| | míéŋé blìáwó kátã́ | we reaped all the corn |
| | míélè blìáwó kátã́ ŋégé | we are going to reap all the corn |
| Kɔku: | Míélè blìáwó kátã́ ŋégéà? | Are we going to reap all the corn? |
| Kɔmi: | È. | Yes. |
| | kò | then |
| Kɔku: | Kò núkā míáwòè? | Then what'll we do [with] it? |

| | |
|---|---|
| dé | to put in |
| àvà | granary |
| mè | inside |
| míédíì àvà mè | we put it in the granary[1] |
| míélè édégé àvà mè | we are going to put it in the granary |

Komi: Míélè édégé àvà mè. We are going to put it in the granary.

Notes:

[1]See III - E, Note 1

Intentional:

| | |
|---|---|
| /míéyì/ | 'We went.' |
| /míélè yìyígé/ | 'We are going to go.' |
| /míévá/ | 'We came.' |
| /míélè vàvágé/ | 'We are going to come.' |

The intentional denotes an intended action or one which is going to be performed in the near future. It is formally composed of the auxiliary verb /lè/ + a verbal noun + /-gé/ 'intentional indicator'. The verbal noun is formed by prefixing the verb stem with a low toned reduplication (i.e. repetition) of itself.

| | |
|---|---|
| /mèlè fɔ́fɔ́gé/ | 'I'm going to get up.' |
| /núkā nèlè fìfíágé/ | 'What are you going to teach?' |
| /núkā nèlè fèflègé/ | 'What are you going to buy?' |
| /núkā nèlè dzàdzrágé/ | 'What are you going to sell?' |

Note the following changes in the reduplicated prefix:
1. If the verb stem has a nasalized vowel, the nasalization is omitted in the prefix.
2. If the verb stem contains an /i/ followed by another vowel, the second vowel is omitted in the prefix.
3. If the second segment of the verb stem is an /l/ or an /r/, it is omitted in the prefix.

| | |
|---|---|
| /míéyì àgblè/ | 'We went to the farm.' |
| /míélè àgblè yìgé/ | 'We are going to go to the farm.' |
| /míédìì àvà mè/ | 'We put it in the granary.' |
| / míélè édégé àvà mè/ | 'We are going to put it in the granary.' |

In the verb forms previously encountered, a transitive verb* was normally followed by one or more objects. The first object of the verb becomes the possessive modifier of the verbal noun in the intentional, in which case the reduplicated prefix is omitted.

| | |
|---|---|
| /élè dɔ̀yèmgé/ | 'He is going to send me.' |
| /élè dɔ̀wògé/ | 'He is going to send you (sg).' |
| /élè édɔ́gé/ | 'He is going to send him.' |
| /élè míá dɔ́gé/ | 'He is going to send us.' |
| /élè mìà dɔ́gé/ | 'He is going to send you (pl).' |
| /élè wó dɔ́gé/ | 'He is going to send them.' |

Note that:

1. /fé/ 'possessive indicator is omitted (See Unit IV - C, Note 1.).
2. the possessive pronouns of the first and second persons singular always follow the verbal noun (See Unit II - E, Possessive Pronouns.).
3. the possessive pronoun of the first person singular has the form /-yèm/.
4. a high toned verb has low tone before the possessive pronouns of the first and second persons singular.

* In Ewe, a verb indicating direction or location followed by a noun phrase indicating place (e.g., /míéyi àgblè/ 'We went (to the ) farm.') must be considered transitive.

## Grammatical Drill

**Transformation Drill:**
**Put the following sentences in the intentional.**

**Examples:**

| | |
|---|---|
| Míeyi | Míele yiyige. |
| Míeyi agble. | Míele agble yige. |

**Drill:**

| | |
|---|---|
| ƔekaƔi wòva? | ƔekaƔi wòle vavage? |
| Éva egbe ŋdi. | Éle vavage egbe ŋdi. |
| ƔekaƔi wóyi? | ƔekaƔi wóle yiyige? |
| Wóyi fifila. | Wóle yiyige fifila. |
| ƔekaƔi mìeŋe blia? | ƔekaƔi mìele blia ŋege? |
| Mìeŋe bliawó katãa? | Mìele bliawó katã̀ ŋegea? |
| Míeŋii tsɔ. | Míele eŋege tsɔ. |
| Míedii ava me. | Míele edege ava me. |
| Wómewɔ gali o. | Wómele gali wɔge o. |
| Wómewɔ tapioka hãa? | Wómele tapioka hã̀ wɔgea? |
| ƔekaƔi nefɔ? | ƔekaƔi nele fɔfɔge? |
| Nuka nedu? | Nuka nele duduge? |
| Medu gali | Mele gali duge. |
| Fika nedze? | Fika nele dzedzege? |
| Medze nufiala gbɔ. | Mele nufiala gbɔ dzege. |
| Nuka Kofi fia deviawó? | Nuka Kofi lɔ deviawó fiage? |
| Nuka Kofi fiawó? | Nuka Kofi le wó fiage? |
| Nuka Kofi fiawò | Nuka Kofi le fiawòge? |
| Nuka Kofi fiamì? | Nuka Kofi le mìa fiage. |
| Nuka Kofi fiɛ? | Nuka Kofi le efiage. |

Dziḍuḍua dɔɛ.
Dziḍuḍua dɔm.
Dziḍuḍua dɔmí.
Dziḍuḍua dɔwó.

Dziḍuḍua le edɔge.
Dziḍuḍua le dɔyemge.
Dziḍuḍia le mía dɔge.
Dziḍuḍua le wó dɔge.

## C. A Poor Crop

### Dialogue 1

| | | |
|---|---|---|
| Kɔsi: | Ŋdɔ́! | Good afternoon. |
| Kɔmi: | Ŋdɔ́, àfíámè dé? | Good afternoon, how's everything at home? |
| Kɔsi: | Édɔ́ | Fine. |
| Kɔmi: | Bèvíáwó dé? | How about the children? |
| Kɔsi: | Wódɔ́, dèvíáwó? | They're fine, and your children? |
| Kɔmi: | Wófɔ̃́ nyúíé. | They're fine. |

| | |
|---|---|
| àgblèmènúkúáwó | the crops |
| tsé | to grow/ to bear fruit |
| wótsé | they grew |
| wólè tsètsém | they are growing |

| | | |
|---|---|---|
| Kɔsi: | Àgblèmènúkúáwó lè tsètsém nyúíèà? | Are the crops growing well? |
| Kɔmi: | Ò, wómélè tsètsém ò. | No, they're not growing. |

| | |
|---|---|
| tsìdzà ŋɔ̀lìà | the rainy season |
| dzìdzì | to be long |
| ákpã́ | very much/too much |

| | | |
|---|---|---|
| Kɔsi: | Tsìdzà ŋɔ̀lìà dzìdzì ákpã́. | The rainy season has been too long. |
| Kɔmi: | Tɔ̀wò dzɔ̀. | You're right. |

## Dialogue 2

| | | |
|---|---|---|
| Kɔmi: | Àgblèmènúkúáwó lè tsètsém nyúíèà? | Are the crops growing well? |
| | kòkó | cocoa |
| | vó | to rot |
| | nyé kòkó vó | my cocoa rotted |
| | nyé kókó lè vòvém | my cocoa is rotting |
| Kɔdzo: | Ò, nyé kòkó lè vòvém. | No, my cocoa is rotting. |
| Kɔmi: | Tònyè hã́. | Mine too. |
| | dó | to send |
| | èdó dèvíáwó | you sent the children |
| | èlè dèvíáwó dóm | you are sending the children |
| | sùkú gã́ | high school |
| | dé sùkú gã́ | to high school |
| Kɔdzo: | Èlè dèvíáwó dóm dé sùkú gã́à? | Are you sending the children to high school? |
| | kɔ́bà[1] | money |
| Kɔmi: | Ò, Kɔ́bà mélè àsínyè ò. | No, I don't have any money. |
| | tèŋú | can/can do |
| Kɔdzo: | Nyè hã́ nyèmétèŋúí ò. | I can't afford it either. |
| | Léké míáwɔ̀? | What shall we do?[2] |
| | dó | to lend |
| Kɔmi: | Dzídùdùà àdó àsí mí. | The government will lend us a hand. |

Notes:

[1]From English: 'copper'.

[2]Literally: 'I can't do it (i.e. send the children to school) either. How shall we do?'

Progressive:

| | |
|---|---|
| /míélè yìyìm/ | 'We are going.' |
| /míélè vàvám/ | 'We are coming.' |
| /mèlè fɔfɔ́m/ | 'We are getting up.' |
| /núkā nèlè fìfíám/ | 'What are you teaching?' |
| /núkā nèlè fèflèm/ | 'What are you buying?' |
| /núkā nèlè dzàdzrám/ | 'What are you selling?' |
| /míélè àgblè yìm/ | 'We are going to the farm.' |
| /míélè édém àvà mè/ | 'We are putting it in the granary.' |

The usage of the progressive is similar to that of the English progressive. It is formed like the intentional except that /-ḿ/ 'progressive indicator' is suffixed to the verb stem (instead of /-gé/ 'intentional indicator' --See Unit V - B2, Intentional.).

/élè dòyèḿ/ 'He is sending me.'

Note that the possessive pronoun of the first person singular has the form /-yè/ before /-ḿ/ 'progressive indicator.

/élè Nlísìgbè fíámémè̀m/ 'He is teaching me English.'
/élè Nlísìgbè fíámíì/ 'He is teaching him English.'

If the progressive suffix is followed by an object pronoun in the first or third person singular, it has the fuller form /-mé/ (But before the third person singular pronoun /e/ becomes /i/ - See Unit II - E, Object Pronouns.)

Before other object pronouns, either /ḿ/ or /mé/ is used, e.g.:

/élè Nlísìgbè fíámmí/ } 'He is teaching
/élè Nlísìgbè fíámémí/ } us English.'

## Grammatical Drill

Transformation Drill:
Put the following sentences into the progressive:

Examples:

| | |
|---|---|
| Míeyi | Míele yiyim. |
| Míeyi agble. | Míele agble yim. |

Drill:

| | |
|---|---|
| Nye koko vo. | Nye koko le vovem. |
| Agblemenukuawó metse o. | Agblemenukuawó mele tsetsem o. |
| Nyemedo ɖeviawó ɖe suku gã̃ o. | Nyemele ɖeviawó ɖom ɖe suku gã̃ o. |
| ɣekaɣi mìeva? | ɣekaɣi mìele vavam? |
| Míeva egbe ŋdɔ. | Míele vavam egbe ŋdɔ. |
| Fika mìedze? | Fika mìele dzedzem. |
| Míedze brikla gbɔ. | Míele brikla gbɔ dzem. |
| Dziɖuɖua dɔwó. | Dziɖuɖua le wó dɔm. |
| Dziɖuɖua dɔmí. | Dziɖuɖua le mía dɔm. |
| Dziɖuɖua dɔɛ. | Dziɖuɖua le edɔm. |
| Dziɖuɖua dɔm. | Dziɖuɖua le dɔyem. |
| Nuka Yawa fia ɖeviawó? | Nuka Yawa le ɖeviawó fiam? |
| Nuka Yawa fiawò? | Nuka Yawa le fiawòm. |

| | |
|---|---|
| Nuka Yawa fiawó? | Nuka Yawa le wó fiam. |
| Nuka Yawa fiamì? | Nuka Yawa le mìa fiam. |
| Nuka Yawa fiɛ? | Nuka Yawa le efiam. |
| Éfia Ŋlisigbe deviawó. | Éle Ŋlisigbe fiam deviawó. |
| Éfia Ŋlisigbem. | Éle Ŋlisigbɔ fiamem. |
| Éfia Ŋlisigbewó. | Éle Ŋlisigbe fiamwó. / Éle Ŋlisigbe fiamewó. |
| Éfia Ŋlisigbemí. | Éle Ŋlisigbe fiammí. / Éle Ŋlisigbe fiamemí. |
| Éfia Ŋlisigbii. | Éle Ŋlisigbe fiamii. |